DECENTRALISED STAFF DEVELOPMENT ROLES IN HIGHER EDUCATION

THESIS SUBMITTED FOR THE DEGREE OF PH.D.

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OCTOBER 1990

ABSTRACT

The value of the role of the decentralised staff developer in higher education and of the alternative ways by which it might be fulfilled, has not been addressed or decided.

Of the alternative models of staff development practice in higher education, product-orientation, prescription-orientation, process-orientation, problem orientation and eclecticism, all but the latter are considered to have significant weaknesses. Similarly, the alternative models of staff development responsibility in higher education, 'management', 'shopfloor' and 'partnership', are considered to have weaknesses. It is hypothesised that the 'partnership' model, modified by decentralisation and eclectic in practice, offers a means for overcoming these weaknesses and promoting effective staff development.

To test the hypothesis, a case study method was adopted which comprised participant observation, interviews, documentation and a survey. A sustained investigation was made of Birmingham Polytechnic with more limited inquiries at Brighton and Coventry Polytechnics.

The results of the research provide some qualified support for the hypothesis. It was found that eclecticism was the only model of practice that was capable of facilitating extensive professional development. Decentralisation was found to be partially successful in promoting staff development albeit with limited integration, low staff response and uncertain expertise. Further research was considered necessary to refine the model further.

It was concluded that eclectic decentralised staff development offers a model for higher education which can adequately meet the challenges facing professional development in the future.

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ACKNOWLEDGEMENTS

To my supervisor, Roy Cox, for the support and challenge that he gave me throughout the thesis.

To friends and colleagues at Birmingham Polytechnic, particularly those in the EDU, the Department of Sociology and Applied Social Studies and Computer Services for their time, co-operation and expertise.

To Bill Fleming and Peter Tetley for reading and commenting on the thesis.

To Bridget, Catherine, Gavin and Duncan for their love.

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CHAPTER ONE

INTRODUCTION

The purpose of this thesis is to investigate the role of the staff developer who is located at the periphery, rather than at the centre of the higher education institution. I shall therefore be seeking to define and analyse the role of the decentralised staff developer and evaluate the contribution of the role to meeting the professional needs of academic staff in institutions of higher education. Essentially, I shall attempt to answer two questions. 'What influence, if any, can the decentralised staff developer exert upon the professional competence of academic staff?' 'How can that influence be exerted most effectively?' In developing this thesis, I shall rely to a large extent upon an innovation in the recorded custom and practice of staff development which occurred in one institution of higher education, Birmingham Polytechnic. In addition, some attention will be given to two other institutions of higher education which showed institutional support for decentralised staff development.

There are two main reasons for the thesis. One has been my growing curiosity about the theory and practice of staff development in higher education; the other was the opportunity afforded to me to research (and indeed practically participate in, at least initially) an important innovation in staff development from which new knowledge and understanding could be derived.

In the latter part of my teaching career in higher education, I was designated a staff tutor and became responsible for staff development activities within the Department of Sociology and Applied Social Studies, of Birmingham Polytechnic, to which I was appointed a member of staff in April 1977. The experience first raised questions for me about the activities of peers with staff development responsibilities and the benefits of such activities for academic colleagues. Subsequently during secondment as a full-time student on the Diploma in Teaching and Course Development at the Centre for Staff Development in Higher Education (1984-85), my interest was extended to theoretical aspects of staff development (Smith, 1987). On completion of my year's secondment, I was successful, in my application for appointment to the post of half-time staff developer for the Faculty of Arts and

Social Sciences, (later retitled Health and Social Sciences). The appointment was one of several made by the Polytechnic to fulfil its decision to institute a system of decentralised staff development throughout its faculties. The appointment gave me the opportunity to fulfil my wish to combine a sustained research undertaking into the concept of decentralised staff developers in higher education, with the chance to personally participate in the enterprise which was the object of my research.

However my initial high hopes of combining research with the practice of staff development were curtailed after only one year. For after one year, I was told by the Dean of the Faculty of Health and Social Sciences that he was no longer able to maintain the role of staff developer for the Faculty. My year in the role had been made possible by some extra finance which had been allocated by the Directorate, to permit the substitution of temporary teachers during my partial absence from my regular teaching duties whilst I occupied the role of staff developer. Under new leadership however, the Directorate had decided to discontinue the financial assistance to faculties to support their staff developers. It had now become a matter for faculties to decide whether or not to maintain the role, using their own judgement and resources. I had made a big commitment to the role, and the curtailment of it was deeply depressing, both as a loss of what I wanted to do in my work and because my research undertaking also seemed jeapordised. I soon recovered my equilibrium nonetheless, and was able to continue the research although the participant observer basis upon which it had been started gradually shifted during the second year to that of non-participant observer which it remained for the rest of the research.

My interest in the concept of decentralised staff development arose from my awareness from the literature that hitherto, research into staff development had been undertaken largely into and from the standpoint of, the staff developer centrally located within the institution of higher education. Indeed to date, there has been little research of note into staff development undertaken and indeed encouraged formally, at the decentralised levels of higher education institutions, either within Britain or overseas. This gap is a

serious one, given that the limitations of the exclusively centralised approach have long been recognised (Warren Piper and Glatter, 1977). More recently, there has been a re-iteration of the importance and value of staff development activity which is organisationally closer to staff than at the central level of the institution although little evidence has been offered about such activity, other than an acknowledgement of its existence (CVCP, 1986; Brown and Atkins, 1986). This thesis seeks to help redress this omission of research into decentralised staff development activity and thereby to extend our knowledge beyond the centralised level. It attempts to do so by an analysis and evaluation of a particular organisational role, the decentralised staff developer, from which it is hoped to develop some new ideas and insights about staff development.

In two other respects, the thesis extends the research of staff development. Much of the academic literature on staff development has been written by those in the university sector. Whilst the validity of this literature for staff development in higher education as a whole is not disputed, this thesis is firmly based on research into the public sector of higher education. As such it offers knowledge derived from a less well researched institutional context, from which lessons can be learned, hopefully, for both sectors of higher education. Additionally, the thesis offers largely an ethnographic account of decentralised staff development in one institution, rather than a survey of a wide range of institutions. Because at the start of the research, one institution of higher education was known to have adopted decentralised staff development and another only, to have preceded it, a survey of institutions or indeed a predominantly quantitative method, did not seem a suitable approach to investigate decentralised staff development. An ethnographic approach was adopted to achieve a full and detailed portrait of an innovatory role in staff development, as a basis for a complete analysis and evaluation of that role later.

The thesis begins with a literature review in chapter 2, in which staff development is defined and centralisation identified as the principal approach, albeit with its limitations. The alternative

models of staff development, both at the micro level of practice and macro level of responsibility, are also distinguished.

In chapter 3, an account of the process of the research as a whole is given. Reasons are stated for the selection of the case study method, within which specific techniques, their use and sequencing are described.

Chapter 4 provides the first case study of decentralised staff development, in which the short-lived experience at Brighton Polytechnic is decribed and analysed.

In chapter 5, the case study of Birmingham Polytechnic begins with an account of staff development from its inception to the adoption of a corporate strategy for the institution, by which decentralised staff developers came to be appointed.

The events leading to the introduction of decentralised staff developers at Birmingham Polytechnic are then analysed with reference to innovation theory in chapter 6.

The various activities of the decentralised staff developers at Birmingham Polytechnic and their relative importance are described in chapter 7.

In the four succeeding chapters, an examination is made of the institutional context of decentralised staff development at Birmingham Polytechnic.

It is the deans which are the subject of chapter 8 and attention is paid to the expectations which they held of the decentralised staff developers and their management of the posts.

In chapter 9 the immediate context of the decentralised staff developers in faculties is examined, in which the formal organisation, informal organisation and departmental material resources and loyalties stand out.

The relationship of the EDU and the decentralised staff developers is examined next in chapter 10 and attention is given to formal and informal aspects as well as to the activities of the EDU.

The Directorate is the subject of chapter 11 and the importance for decentralised staff development of changes in its composition and its support for decentralised management, are explained.

Chapter 12 reports the findings of a survey of academic staff at Birmingham Polytechnic. The experience of various facilities and opportunities for staff development and aspirations for further professional development are described.

In chapter 13 changes made to the institution of decentralised staff development at Birmingham Polytechnic since its inception are clarified and the perceptions of key informants are stated.

The attempt to introduce decentralised staff development at Coventry Polytechnic and its lapse, is the subject of chapter 14.

Finally, chapters 15, 16 and 17, bring the thesis to its conclusion.

In chapter 15 the micro models of staff development practice are evaluated for their suitability for the role of the decentralised staff developer.

In chapter 16, an evaluation is made of the macro models of staff development responsibility, with particular attention given to the decentralised variant of the 'partnership' model.

In chapter 17, challenges for professional development in higher education in the future are identified and the way to effectively meet them is elaborated in a model of eclectic decentralised staff development.

The postscript addresses more rigorously than was addressed in chapter 3, issues concerning the epistemological basis of the research.

CHAPTER TWO

STAFF DEVELOPMENT IN HIGHER EDUCATION

Introduction

This chapter makes a critical review of the literature on staff development. The important themes which emerge from it are identified as being the scope of staff development, its growth, its centralisation, staff development in other countries, volunteers, micro models of staff development practice and macro models of staff development responsibility.

Scope

Staff development in higher education has been recognised by Hewton (1980) in his literature review as an extremely ill-defined field of activities. He concluded that "there are few institutions which could not be shown to engage in substantial Staff Development programmes" (1980, p.208). From an equally thorough and circumspect review of the literature, Main (1985), recognises alternative understandings of the term and concludes that there is no universally agreed definition. Of the several definitions available, the one provided by Warren Piper and Glatter is frequently cited and notable: "Staff development is a systematic attempt to harmonize individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work" (1977 p.25). This definition is succinct and it is helpful in its delineation of the field of activities as wide, with reference to idealistic purposes. The harmony implied may be more an intention than an achievment however. The elasticity of the term is given some further shape by Main when he identifies for the purposes of his study, the principal aspects of staff development: "the provision of formal training courses; the fostering of instructional development programmes; the operation of professional development agencies; the operation of advisers and 'developers'" (1985, p.13). A greater understanding of the ambiguity of the term is given by Greenaway and Harding (1978) when they report that the term staff development is of very recent use in higher education.

Growth

Indeed, it is clear that explicit attempts to promote staff development in higher education have been manifest only with the post-war expansion of the system. Rutherford and Mathias (1983, p.85) record that "Staff Development came in on the flood-tide of the Robbins expansion of higher education." In other countries also Teather judges that the "comparatively new field" of staff development emerged recently in the 1970's commensurate with expansion (1979, p.14).

An impetus for the growth of staff development was the reports of several official committees, appointed nationally, of which one, the Hale Committee on University Teaching Methods, 1964, is identified as a watershed, by McAleese, for prior to it "there had been little development" (1979, p.107). The growth in staff development which followed was through two separate strands: training for staff about teaching and the provision of technological assistance. The latter strand was stimulated particularly by the Brynmor Jones Report, 1965. McAleese (1979) suggests that there was not a uniform response by institutions to these developments. Indeed a distinction is implied by him between polytechnics and universities. The former were more receptive towards staff training, illustrated by the use of secondments. Thus, "Such secondment projects are features that characterize the public sector. Few universities have attempted or are attempting to introduce secondment to educational technology or teaching units. Other forms of secondment (e.g. study leave or staff development leave) are similarly more ofter found in the public sector than in universities" (1979, p.119). The greater receptiveness by polytechnics to staff training seems to be attributable to their generally agreed purpose as teaching institutions for which training is seen as necessary. The less receptive response from the universities to staff training can equally be attributed to the importance attached to research rather than teaching, for which training has been seen as of little value.

An authoritative differentiation between the polytechnics and the universities in their response to staff development cannot be made however, for the information which is available is so varied and limited in some respects, that comparisons are not easy to make.

A distinction between the universities and polytechnics that has shown itself without doubt is national leadership to support staff development.

Thus for the universities, there has existed for some years official support nationally to promote staff development activity amongst all institutions, albeit, "a chequered history in this century" (Brown and Atkins, 1986, p.1). In recent years a committee appointed by the Committtee of Vice Chancellors and Principals has been responsible and in 1986 prepared a code of practice which provides guidelines, procedures and practices in the implementing and maintaining of training and development for academic staff. The code has been described in one official report as representing "an unprecedented level of interest by the CVCP in this hitherto relatively neglected area" (PICKUP, 1989, p.18).

In contrast, for the polytechnics, there is no equivalent official national device to promote staff development. A body was formed from informal meetings by interested parties in polytechnics, the Standing Conference on Educational Development (SCED, formerly SCEDSIP) but it is not sponsored by the directors of the polytechnics. This difference led Greenaway and Harding to comment that "A crude distinction would be that university collaboration was from 'the top down' whereas in the polytechnics it was from 'the bottom up' (1978, p.9).

Collaboration nationally, amongst the universities over staff development has had its influence upon the practices of individual institutions. Thus the pay agreement of 1974 made it obligatory for institutions to provide training and support newcomers to the profession. Subsequently, the pay agreement of 1987 made it obligatory for universities to introduce staff appraisal. For polytechnics, there has been no national agreement about probation although proposals for staff appraisal were part of the pay agreement for 1988.

Greenaway and Harding (1978), found that staff development had grown from its initial preoccupation with teaching skills for staff and the provision of technological aids to a wider perspective encompassing many aspects of work in institutions.

More recent evidence from the universities indicates continued expansion of activities albeit with little widening in scope. A survey undertaken by the Association of University Teachers in 1968 showed that only some 50 per cent of universities made any provision for training (Nisbet and McAleese, 1979, p.40). A survey conducted in 1985 for the Committee of Vice Chancellors and Principals, led to the conclusion that "All

universities responding to the survey provided some academic staff training during the past three years, most of which was concentrated on newly appointed staff" (Brown and Atkins, 1986, p.30). However it was also concluded that whilst training had become more significant and slightly wider in scope, "there is as yet little provision for broader aspects of career development" (Brown and Atkins, 1986, p.32).

This critical conclusion is re-iterated elsewhere by the comment that "what exists in most cases currently for academic staff at local level is very firmly 'training' and not the total process of staff development (PICKUP, 1989, p.19).

Since the survey, the Committee of Vice Chancellors and Principals has established a central national Staff Development Training Unit at the University of Sheffield. The Unit is to stimulate provision for the training and development of all categories of university staff. This initiative expresses a greater strategic concern than ever before for staff development in the universities. Its impetus is the Jarratt Report (CVCP, 1985) which recommended that consideration should be given to policies for staff development, appraisal and accountability.

Centralisation

Greenaway and Harding (1978), Matheson (1981) and Rutherford (1983) indicate that within institutions of higher education a variety of devices are used such as committees, working parties and other means, to promote staff development. Within this diversity of staff development practice, it is possible to discern two important features organisationally. These are the designation of personnel who have a responsibility throughout the whole of the institution for staff development activities, (aided and abetted by others) and the performance of their role within centrally located structures. These personnel are largely employed as full-time or part-time in this capacity.

Within polytechnics, the unit which serves the whole of an institution for such services as educational technology, curriculum development and staff training is indicated in the register of the Standing Conference on Educational Development Services in Polytechnics (SCEDSIP 1982). It is clear from the register that these centralised units comprise varying numbers of staff including technicians and other non-teaching staff. Most polytechnics fit this pattern.

For universities there is a similar organisational format but less universal. Thus Brown and Atkins (1986 p.36) report from their survey of training provisions for university teachers that "In most universities there is no member of staff, officer or unit directly responsible for staff training, and only a limited budget and administrative support for training activities." From Cryer's survey (1981) it is evident that there is a core of special units and full-timers engaged in staff development but the practice also includes substantial numbers of part-timers and volunteers who are not attached to any special unit. Cryer shows that this is also true of staff developers in polytechnics but much less so. Where a central figure does not exist within a university there is a some evident feeling according to Brown and Atkins (1986), that such a post should be created by the institution. The code of practice prepared by the committee on the training of university teachers also indicates the high priority given to the need for a centralised staff developer when it suggests "that the existing practice of many universities in appointing a full-time or part-time co-ordinator for academic staff training might be more widely followed" (CVCP, 1986, p.1). So there is a core of professionals in staff development particularly in polytechnics but arrangements in universities are on more of an ad hoc basis. Cryer (1981), aptly calls these primary exponents of staff development, staff developers.

From their analysis of staff development units in universities, Warren Piper and Glatter (1977) identify four functions. These are:

1. Research
2. Resources for Staff Development
3. Promotion of Initiatives
4. Staff Training

However, the dominant approach to staff development by centralised units, where they exist, has been through formal training courses. Yet the approach has limitations as an effective staff development method, as Warren Piper and Glatter (1977) and the committee on the training of university teachers (CVCP, 1986) recognise. The limitations essentially arise from the gap which can exist between the learning derived from a course or other assistance given by a central unit and its suitability and application to the everyday working context of individuals. Main

(1985) also recognises the limitations of centralised units and formal training courses unless the training or assistance offered is appropriately dovetailed to the normal work of the individual.
The limitations of the centralised units are attributed by Ryan (1984) from his study of the Central Institutions in Scotland, to the organisational context within which the units work. Thus he maintains that the centralised units are tacked onto institutions in an accessory way and that the sociotechnology of the institution is invariably at odds with the innovatory purpose of the units. Thus he comments that "The specialist education developer in the college setting was an item of discrepant technology, an embodiment of a different pedagogical theory to that implicit in the institution's architecture and organizational plan" (1984, para.2.3.1.). Accordingly relatively few staff consult the centralised units.
Hewton (1982) makes explicit the limitations to the centralised approach when he identifies as a powerful influence on the behaviour of staff, the diverse cultures associated with the different departments and disciplines which characterise institutions of higher education. To these diverse disciplinary and organisational cultures, the centralised staff developer is always an outsider. He is not accepted by academic staff as a peer, with the same detailed knowledge and beliefs about subjects and disciplines. As an outsider he faces a gulf with academic colleagues who are insiders.
Revision of the centralised approach has been suggested through the inclusion of many more part-time tutors (volunteers), drawn from practising staff to serve training courses (AUT, 1982). Greater diversity in the training initiated by such means as informal interest groups has also been proposed as an improvement (CVCP 1986).
An effective means to overcome the limitations of centralisation and training is offered by Main, in his support for activities which are personalised sufficiently to "touch on the personal skills and the personal rewards or achievments of teachers" (1985, p.64). He echoes the recognition made by Warren Piper (1978) that the activities promoted by centralised units have to be integrated within the organisation by strategies which reconcile three elements concerning teachers: improving

the ability to teach, improving the opportunity to teach and improving the incentive to teach.

The first known attempt to depart from the standard form of centralised units in higher education in this country, occurred at Brighton Polytechnic and is the subject of chapter four. Birmingham Polytechnic subsequently borrowed from Brighton's experience for its innovation to decentralise staff development which constitutes the basis of this thesis.

Other countries

This pattern of staff development in higher education as a centralised phenomenon either through specialised units or staff for whom it is a secondary activity, is mirrored by higher education in other countries. Thus in Australia both Johnson (1982) and Moses (1985a) report that there is a sturdy provision of centralised units, known as academic development units, in Australian universities. Indeed the impression is created that Australian recognition of the need for institutionalised provision for staff development in higher education is in advance of British universities. The listed functions of these units which Johnson compiles is very close to the activities of units as reported by SCEDSIP (1982). Johnson's evaluation of these units is very positive: "There is no room for doubt that units do help academic staff perform better" (1982, p.40). Moses's much more qualified evaluation of such units, "generally effectiveness is judged at the level of reaction only" (1985a, p.97), arises from her circumspect approach which points to the limited nature of evidence about the outcomes from staff development activity in general.

In Canada staff development in universities is also organised through central persons or units according to Konrad (1983). Thus he reports that "Sixty percent of the universities had an organised program or a set of development activities. About two-thirds of these universities had a person or a unit for coordinatiing faculty development activities: most development staff persons served on a part-time basis in this role" (1983 p. 24). In contrast to Australia where staff development is securely established, in Canada staff development appears to be a very marginal activity indeed so that Konrad is provoked to conclude that, "Faculty development activities are limited in their effectiveness, in part, because of their treatment as temporary systems in Canadian universities.

Although 'coordinators' for development activities exist in many universities, most of them serve on a part-time basis. Furthermore, resources appear to be too minimal for the development of adequate programs" (1983, p.25).

In the United States also Centra (1976) reported from his survey of higher education that in his sample of institutions just under half had units or persons that co-ordinated the development of activities on campus. The units varied in size from solitary part-timers to larger staffs of three or four and there also existed some inter-collegiate arrangements for small colleges. The picture drawn by Centra is confirmed by Gaff (1979) when he refers to special organisations that have been established at all kinds of institutions of higher education to promote staff development: "Such organizations have a separate identity, a small staff often drawn from among the current faculty from a variety of academic disciplines, a separate budget and a responsibility to be an active proponent of the improvement of teaching and learning" (1979, p.236). Some colleges especially the smaller and more isolated ones do not have access to centralised units so that initiatives to promote staff development such as those funded by the Bush Foundation have included the establishment of faculty development centers (Eble and McKeachie, 1985). Such centralised units as have been establised in American higher education can manifest an almost palatial standard if the personal testimony of Main is accepted when he refers to the unit serving the University of Michigan (1985, p.48).

Nevertheless, Toombs (1983) notes the closure of many units or alternatively a reduction in their budgets, since the late 1970's. The trend is attributed to the lack of impact of such units upon their institutions. He concludes that because higher education has been faced with massive change from outside, there has been the adoption of a 'managed institution approach' in which "effectiveness is manifest in the fiscal condition of the whole enterprise, not in the educational or intellectual strength of its components" (1983, p.91). Toombs concludes that centralised units have promoted the personal development of teaching staff against a rising tide which has asserted organisational priorities and requirements.

The failure of centralised units to achieve a balance between the personal and organisational needs, identified by Toombs (1983), is supported and developed by Kozma (1985) from his empirical research. He shows that whilst centralised units have enabled individual teachers to make innovations, there has been no extensive or lasting impact from such innovations, in the institutions concerned. The lack of significant impact is attributed to "the personal orientations of faculty development while ignoring the organizational needs created by changes occurring in higher education" (1985, p.315). Kozma suggests a shift in approach by centralised units towards the organizational context of teachers: "Perhaps the most crucial contribution that instructional improvement agencies can make is to resist the temptation to cater to the personal preferences of faculty and make the adoption process more deliberate and interpersonal" (1985, p.315).

Centralised units in some form seem to have been created by institutions of higher education in many other countries other than those already cited where teaching and learning are considered of value as distinct from academic disciplines. Thus contributors to an international review of staff development confirm that the pattern is quite widespread (Teather, 1979). Main (1985) sums up the international picture thus: "Centres for the improvement of teaching have existed for many years in the United States of America, have flourished during the 1970's in Australia and in parts of Canada, and there are some examples of the concept in the United Kingdom and continental Europe" (1985, p.48). Main (1985) helpfully categorises the activities of these units as sixfold:

1. Courses, Workshops, Seminars. Training activies of various forms and content constitute this category.
2. Study Leave. Units are involved (but not exclusively) in co-ordinating arrangements of various kinds which give leave of absence to academic staff to alternative destinations.
3. Change Teams. Internal secondment of staff, usually part-time to the unit to develop specific programmes of their own.
4. Grants Schemes. Grants are given for specific projects and innovations.

5. Personal Help through Evaluation. The unit offers help to staff through several means, both with evaluation of teaching and subsequent improvements.

6. Other Forms of Personal Help. Help can take alternative forms to individual teachers, including in the United States, growth contracts. Aspirations to depart from the usual formula of centralised units to devolved staff developers within all faculties or divisions of an institution have been expressed at an international gathering of staff developers (Harding et al, 1981). Such an aspiration for the future was shared by the Universities of Chulalongkorn (Thailand), Queensland (Australia), Auckland (New Zealand), and Stellenbosch (South Africa). However, any such development has not yet found its way into the literature. Such a change in the organisation of staff development would seem to be dependent on the allocation of extra resources and staff to centralised units. At least this seemed to be the view of Australian units according to Moses (1985a, p.84). It may be that some devolved staff development system has been adopted in the massive higher education system of the United States. Centra (1976) in his survey of units refers to there being some decentralised offices but any important developments of this form have again gone univestigated and unreported in the literature. Indeed, the recent examination made by Moses (1987) of educational development units in Australia, Britain, USA, West Germany and Sweden omits reference to any initiatives for decentralisation. Centralisation of staff development in higher education apparently remains without significant variation.

Volunteers

Staff development is not the exclusive preserve of persons who engage in it as a major activity for which they are employed. There are many staff engaged in staff development for whom it is essentially a secondary, voluntary or informal activity in contrast to those staff developers associated with centralised units for whom it is more of a professional or primary activity. Through both policy making (academic staff training committees) and services (training courses) volunteers play an important part in the structures which institutions have created to promote staff development. Within universities this seems to be particularly true, given the dearth of staff developers as indicated by Cryer (1981) and

Brown and Atkins (1986). It seems that a good deal of the training arranged by universities for their staff is only possible because of the support of volunteers.

Volunteers are also engaged in staff development in more than just centrally inspired activities. Evidence to support this statement is based on scattered data, no sustained research having been conducted apparently. Thus the agreement made between the Association of University Teachers and the University Authorities Panel in 1974 about probation for new staff envisaged there being a senior colleague in the department of a new lecturer to whom the newcomer could turn, for advice and guidance. These senior colleagues have also become known as departmental advisers, which Cox acknowledges (1983, p.139). A system of senior colleagues has not emerged, for according to Brown (1986), "There is no-one I know of, who is using the senior colleague system identified in the AUT/UAP agreement". Nevertheless it is clear departmentally based staff training takes place as reported by Matheson (1981) and more recently by the committee on the training of university teachers when they report that "Some departments already provide systematic on-the-job training for their academic staff through seminars, discussions and job rotations which are specific to their own subject and research needs" (CVCP, 1986, p.2). In discussion of their survey undertaken on behalf of the university authorities, Brown and Atkins (1986) admit the incomplete nature of their findings in respect of departmentally based staff development.

Some other sources such as Main, give an inkling of interesting activities within departments, when he refers to some recent developments at his own university, specifically a system of mentors (or senior colleagues by another name) and colleague groups (1985, p.119). Personal sources suggest that some form of mentorship or senior colleague system exists at both Birmingham University and the Imperial College of Science and Technology albeit of an informal kind. Certainly, there are grounds for thinking that if research were undertaken into departmental staff development in institutions of higher education, it might come to similar findings to those of Bradley et al (1983), from their survey of a sample of colleges of further education. In 6 of the 19 colleges surveyed, a formal system of mentors existed and in the majority of the rest, an

informal system prevailed (1983, p.97). Some further indication that voluntary staff development at the departmental level of higher education institutions is significant is shown in the expressed policy of one polytechnic at least, for a supervisory tutor in each department to help and guide new staff in their new occupational role (Fox, 198?). Moreover it is clear from the recognition and support given by the Council for National Academic Awards (CNAA 1985) that mentorship for staff in further and higher education is a common practice which is valued and may well grow.

The importance of volunteers, particularly departmental advisers, to the staff development process, has been recognised by Smith (1987), who attributes to them a commonality of purpose with the staff developers. He maintains that although the two agents differ in their roles, they can offer each other a mutuality of support, from which their institution can benefit.

Important though volunteers in staff development may be, two questions are raised by Elton (1987) about the quality of their contribution. These concern their selection and training for the role. He suggests that unless satisfactory arrangements are made in both of these respects, then volunteers may simply pass on their well established but poor practice.

Micro Models

Whether staff development activity is full-time, part-time or voluntary, the literature indicates that there are alternative models of staff development practice. There is implicit agreement in the literature that the staff developer is a consultant to his academic colleagues but beyond that there are undoubtedly different approaches to the task with different implications. I shall call these models which address the detailed practice of the staff developer, micro models.

A fourfold categorisation of models for the practice of staff development is offered by Rutherford (1982). The categorisation is derived from the major strategies and theories of change postulated by Chin and Benne (1976) and Berg and Ostergren (1977, 1979). In his categorisation, there is a product-orientated model, a prescription-orientated model, a process-orientated model and a problem-orientated model.

The product-orientated model involves the delivery of a range of alternative services by the staff developer in response to needs

presented by academic staff. It is implied that advice or information or various technical services will be encompassed by the staff developer.
The prescription-orientated model involves the staff developer accepting invitations to diagnose problems which exist for academic staff and prescribing remedies. Rutherford (1982) likens the relationship to a doctor and patient and implicit in that analogy is the role of the staff developer as an expert who determines unilaterally the nature of the problem and through his advice, the appropriate treatment.
The process-orientated model involves the staff developer promoting activities which are intended to develop the personal and professional qualities of participating individuals. Implicitly, the emphasis here is upon training activities, such as workshops and discussion groups.
The problem-orientated model involves the staff developer supporting academic staff to resolve problems which are set within the institutional context. A common manifestation of the model is the working party, in which the staff developer is a contributor.
Rutherford commends the problem-orientated model as "arguably the most effective strategy for staff developers to employ in the present circumstances" (1982, p.186). Nevertheless, he also concludes that "The many differences among institutions - differences in personnel, context, history, available resources and so forth - necessitate different arrangements which change as circumstances change" (1982, p.190).
Another fourfold categorisation of micro models of staff development practice, guided by differences of philosophy, is suggested by Harding et al (1981) from an international gathering of staff developers. The models that are identified are the medical model, the public health model, the athletic model and the authoritarian model.
The medical model suggests private and confidential help prescribed by the staff developer to individuals, who freely seek it out. The staff developer accordingly responds to approaches from his or her colleagues, which are usually for help with some specific and defined difficulty.
The public health model upholds environmental factors such as rewards, recognition and management style as important for the staff developer to support and use.
The athletic model suggests that the staff developer makes relationships with his colleagues, in which he encourages self-development through

individual initiative to achieve improvement on past performance. Examples of the activities of staff developers adhering to this model are personal evaluation of teaching performance and growth contracts.

The authoritarian model suggests that the staff developer prescribes institutional objectives, which academic staff are required to achieve. This model is exemplified through the organisation of compulsory training courses and the compulsory inspection of teaching with possible prescriptions for change.

Rutherford's assumption about differences and change in institutions of higher education, is apparently supported to an even greater extent by Harding et al (1981), for no one model is commended over the others.

In addition to both these categorisations of models, Main (1985) advocates the personal growth model which has an emphasis on the individual. It is characterised by an acceptance and respect for the whole person and not just an interest in their capacity to deliver an ever improving professional performance. In this model the staff developer is pre-eminently a combination of tutor and counsellor.

Boud and McDonald (1981) distinguish three models which they identify as the professional service model, the counselling model and the colleagual model.

In the professional service model the staff developer brings "organizational and technical expertise to apply to a problem that has been identified by a client" (1981 p.3).

In the counselling model, "The focus is on the resources of the teacher rather than the expertise of the cousellor" (1981 p.5).

The colleagual model involves the staff developer engaging in joint research activity with colleagues, for which there is shared responsibility and a tangible outcome.

When a comparison is made between these categorisations of models it becomes apparent that there are strong similarities between individual models. Whilst different terms have been used, there appear to be common properties which several of the models share.

Thus the product-orientated and professional service models define the staff developer as a source of multiple services, with an emphasis on material assistance. The prescription-orientated and medical models characterise the staff developer as a trainer or instructor who dispenses

well defined guidance and advice. The public health model too seems to have a broad affinity with these two other models. It differs slightly in that the expertise of the staff developer is directed at more collective or institutional targets which influence the behaviour of academic staff. The process-orientated, personal growth and counselling models point to the staff developer as a tutor and counsellor, whose activities are designed to enhance the capacities of academic staff to resolve their own problems. Finally, the problem-orientated, athletic and colleagual models represent the staff developer as a collaborator with staff in research and development activities either in pairs or groups. The authoritarian model is not accomodated easily within this basic fourfold categorisation of models. However, it seems a rare species in the literature and apparently absent from the British higher education system.

Assuming that there are four broad basic micro models of staff development, it is evident that each has its limitations or weaknesses, which is also acknowledged in the literature.

The product-orientated model is weak in the superficial analysis of problems and inappropriate or restricted solutions which may be engendered.

The prescription-orientated model is weak because the uncollaborative nature of the relationship between staff developer and academic staff can reduce the willingness of the latter to accept solutions which may be prescribed.

The process-orientated model is weak through its concentration upon personal and individual aspects which can neglect the institutional and organisational context.

Finally, the problem-orientated model is weak suggest Boud and McDonald (1981) through the emphasis placed upon shared original answers to problems which may discount expertise that has been accumulated either in the literature or in institutional practices.

Boud and McDonald maintain that exclusive association by staff developers with any one model is an inadequate approach because of the limitations which any one model has. They conclude that the staff developer has to pursue an eclectic model for "It is necessary to work flexibly and eclectically in order to respond to the unique demands of each situation"

(1981 p.5). So each separate model at times may be of use but to be effective, the staff developer has to maintain a versatility of approach with the capacity to apply all the models discriminatingly.

The eclectic model is very similar to the diplomacy model which Hewton (1982) advocates. In this model the staff developer resembles the diplomat in being respectful of the colleagues he has to deal with and their ways, possesses similar negotiating skills and is able to choose and apply from a range of strategies to achieve his aims. Hewton bases his model on a thorough analysis of educational change strategies and their limitations, and the variety of perspectives held both by staff developers and amongst the academic community. Particularly powerful conceptually, is his notion of the staff developer as an outsider to the host cultures of departments and subject disciplines which surround his academic colleagues. Hewton's model rests on a well supported and developed analysis of institutions of higher education and in its essentials is the same as the eclectic model.

Paradoxically, however, the sole case study which he offers at some length to support the diplomacy model revolves around a working party approach, which is more characteristic of the problem-orientated model than the diplomacy model where a variety of methods would be expected.

Further support for the eclectic model is given by Berg and Ostergren (1977), FEU (1987a), Lindquist (1978) and McAleese (1978).

Berg and Ostergren from their study of innovation processes in Swedish higher education offer "some rules of thumb for change strategies" which include the promotion of a variety of activities amongst academic staff (1977 pp.126-127).

The FEU recommends a wide set of skills for the staff developer in further education and a wide range of activities promoted by him so that he is "an agent for change whose work is at the leading edge of institutional and service growth and development" (1987a, p.26).

Lindquist (1978), from his study of change in higher education in the USA is most explicit in concluding that to be effective, staff developers have to combine and integrate change strategies which are usually pursued separately.

Finally, McAleese (1978), from his analysis of the university staff developer concludes that the role is constituted by six overlapping sub-

roles, organiser, teacher, researcher, facilitator, counsellor and consultant.

The eclectic or diplomacy model offers a model for staff development practice which does seem superior to all other models which have been identified. For effectively, it encompasses the four lesser models within it, thereby cancelling out the risks from relying merely on one of the four, as the sole approach to staff development. Even so, it too also has limitations. One limitation is in the versatility expected of staff developers. To assume a competence by staff developers in the use of a wide range of strategies may be too difficult to realise and result in failure through over-ambition. Another limitation is of minimal change through acceptance of existing staff practices. Nevertheless, some limitation or risk seems inevitable with any micro model of staff development practice and the eclectic model does appear to offer the greatest potential for practice overall. A more extensive critical discussion of the micro models will be made in chapter 15.

Macro Models

Just as several alternative micro models have been proffered for staff development practice, so also several models have been postulated which suggest alternative primary sources for staff development initiatives. I shall call these the macro models of staff development responsibility. The three macro models of staff development were recognised by Yorke (1977) and identified by him as 'management', 'shop floor' and 'partnership'. Each has a distinctive rationale, with implications for action.

The 'management' model implies that staff development activity is generated to achieve the management's perception of what the institution needs. Thus training courses and staff appraisal procedures are organised for staff to achieve standards that have been set by management. Staff are expected to change in terms of the diagnosis and prescription which management has made. The implication of the 'management' model is to forsake the appointment of separate staff developers as being unnecessary, or if appointed, to require their compliance with the wishes of management. Two weaknesses of the 'management' model are apparent. It disregards the perceptions and needs of staff and it assumes that managers in higher education can discharge

staff development responsibilities adequately as part of a wide range of duties. Even so, its supporters such as Badley (1988) appear to assume that the model can be applied successfully if heads of departments are given as a priority, training for their general responsibilities.

The 'shop floor' model implies that staff identify their needs and propose action to meet them. Support for initiatives can be obtained from management. The implication of this model for the staff developer, if a post is deemed necessary within an institution, is a marginal role, largely reactive and with a responsibility only for the allocation of resources. Two weaknesses are apparent with this model. It assumes that staff are fully capable of identifying their professional needs and taking action to meet them. It also fails to recognise, other than peripherally, the legitimate concern that management has with the professional development of its staff. Implicit support for the model given for example by Muller (1988), makes no acknowledgement of these weaknesses.

The 'partnership' model recognises a divergence of interests between the individual and institution and the reconciliation of this divergence by means of professional staff developers in a specialised and centralised unit. The staff developers initiate various activities which relieve management of some of their responsibilities and simultaneously offer opportunities to staff for development which is to their benefit. There are three weaknesses apparent with this model which have been indicated earlier in this chapter. One is the difficulty of integrating centralised initiatives for staff development, with the everyday organisational requirements of institutions. Another is the limited utilisation of centralised units by academic staff and the concomitant minimal influence of the former on the latter. Finally unless appropriately selected and trained personnel are appointed who are able to fulfil the professional demands of the role, there will be a lack of expertise and the 'partnership' model may then founder.

These weaknesses might be overcome or reduced through a modification of the model to include decentralised staff developers working in cooperation with their centralised colleagues in a new and extended form of 'partnership'. The appointment of staff developers throughout an institution of higher education, rather than at the centre alone, could permit a greater closeness to academic staff. The decentralised staff

developers might then become less outsiders and more insiders. An extension of the 'partnership' model has been advocated explictly by Bligh (1982a), Elton (1987) and Smith (1987) and is implicitly supported by Main (1985) and Warren Piper and Glatter (1977). It offers to advance considerably, the contribution which the model makes. A more extensive critical discussion of the macro models will be made in chapter 16.

Conclusion

The scope of staff development in higher education has been defined as wide, its growth as a recent phenomenon. It has manifested itself in the development of centralised units both at home and abroad, and through the activities of volunteers. The limitations of the centralised approach have been recognised, most notably the problem of the outsider. Of the five micro models of practice that have been identified, the eclectic model is considered to have greatest merit. Of the three macro models of responsibility, the 'partnership' model is considered most meritorious, albeit with limitations. It is hypothesised that an eclectic decentralised variant of the 'partnership' model presents a highly promising approach to the effective promotion of staff development. Subsequent chapters will develop this thesis of decentralised staff development roles in higher education.

CHAPTER THREE

THE RESEARCH DESIGN

Introduction

This chapter describes the strategy adopted to investigate decentralised staff development roles in higher education. It reports the methods employed, the order in which they were used and the reasons for their use. On the next page, Table 3.1, a chart of the research design over its duration of four and a half years, is shown. Three early phases are distinguished: a methodological overview; the adoption of a case study method; the Brighton Polytechnic case study. Then the Birmingham Polytechnic case study is reported: the genesis of decentralised staff development; participant observation; interviews and documentation; a survey of academic staff and further interviews and documentation. The last phase is a case study of Coventry Polytechnic.

Methodological Overview

The first stage of the research which began in October 1985, was a review of educational research methods in general and prior research into staff development and innovation theory in higher education in particular. The purpose of the review was to achieve a command of the range of educational research methods which were available and to become familiar with the methodological approaches which had characterised previous research in the field of study.

This review was achieved through consultation with relevant literature and informal discussions with colleagues active in the fields of staff development and the methodology of social research. A computer search of the ERIC database, consultation with the literature and informal discussions with colleagues involved in staff development in higher education also confirmed that only one institution of higher education other than Birmingham Polytechnic, either at home or abroad, was known to have introduced a scheme of decentralised staff development throughout the entire institution. That institution was Brighton Polytechnic, the scheme had been abandoned some years previously and there was evidence to suggest that it had exercised an influence upon the adoption of decentralised staff development by Birmingham Polytechnic. This knowledge guided the subsequent direction of the

Table 3.1

Chart of the research design

Academic Year 1985-86

Preparation of methodological overview.

Brighton Polytechnic case study: interviews (5) with key informants

Collection of documentation

Analysis of data of first case study

Birmingham Polytechnic case study begins with genesis:

Interviews (18) with key informants

Collection of documentation

Participant observation

Analysis of data

Writing

Academic Year 1986-87

Participant observation

Interviews (34) with key informants

Collection of documentation

Analysis of data

Writing

Academic Year 1987-88

Observation

Sample Survey:

Preparation, administration and analysis of questionnaire

Writing

Academic Year 1988-89

Survey continued: Interviews (30)

Further interviews (8) with key informants

Collection of documentation

Completion of analysis of second case study

Writing

Coventry Polytechnic case study:

Interiews (3) with key informants and collection of documentation

Completion of analysis of third case study

Writing

Academic Year 1989-90

Review, integration of chapters and editing for submission of thesis

research for it diminished the scope for applying some research methods.

Thus although a wide variety of methods was known in principle as available for use, the absence of decentralised staff developers at institutions other than the two initially identified, negated the utilisation of some methods. Thus a survey of institutions to discover staff development practices, such as those undertaken by Brown and Atkins (1986), Centra (1976), Cryer (1981), Greenaway and Harding (1978), Konrad (1983), and Moses (1985a), was not considered to be a feasible approach to the subject. For there was only one institution with a current scheme of decentralised staff development and another institution which had a scheme in the past.

For the same reason, an extended review of literature as the major method of research, as exemplified by Boud and McDonald (1981), Cannon (1985), Levinson-Rose and Menges (1981), Teather (1979), was also rejected because of the dearth of literature on decentralised staff development.

A general approach which was considered and rejected, was predominant use of structured questionnaires or quantitative and statistical data. Such an approach has not commended itself generally to researchers of staff development in higher education, and the reasons for eschewing the approach in two cases at least, are given explicitly by Bradley et al (1983) and Ryan (1984).

Thus Bradley et al (1983) identified three reasons for not adopting such an approach: the lack of previous research in the area of their inquiry (staff development in further education) required determination of the key issues first rather than concentrating on those aspects which were easy to measure; the lack of precise definitions and agreed upon assessment criteria which characterised the literature of the subject; the elusive and ambiguous nature of staff development activity which would not be captured in a narrow statistical approach. As a result, Bradley et al (1983) were led to using a variety of procedures.

Ryan (1984) similarly reasoned that a survey method would help little in his search to develop theoretical knowledge of staff development in the Scottish Central Institions. For that purpose he considered that

it was important to establish the meanings that people attributed to staff development processes. Given the purpose of his research, he emphasised the necessity of an open-ended and pragmatic approach rather than one which was fixed and determined from the very beginning. Thus he chose a participant observation approach, in which interviews were one method of several that were employed.

The reasoning of both Bradley (1983) and Ryan (1984) was shared for the purposes of the research into decentralised staff development. Thus it was known that the subject of the research had not previously been investigated. It was also held that the phenomenon in question, decentralised staff development, was without precise definitions and lacking agreed upon assessment criteria. It was also held that a strong emphasis upon a statistical approach might yield data that was of little value. The subject of the research was perceived as a developing social phenomenon in a complex environment. There was a need to establish the meanings of decentralised staff development activity in the eyes of all those close to it. The approach which was judged to be most suitable was that identified as qualitative by Bogdan and Biklen (1982) and Patton (1980), ethnographic by Hammersley and Atkinson (1983), illuminative evaluation by Parlett and Dearden (1977), field research by Burgess (1982) and Johnson (1975) and case study by Walker (1980) and Yin (1984). Burgess (1982, p.1) explicitly acknowledges the synonymity of all these terms, thus recognising a common and distinctive research approach.

Case Study Method

The essential characteristics of qualitative methods are defined by Bogdan and Biklen (1982) as study in a natural setting, descriptive in character, a concern with processes rather than outcomes, an inductive analytic approach and obtaining an understanding of human behaviour. This approach was thought both appropriate and feasible for research into decentralised staff development in the two institutions which were known to have adopted it. As the subject was an educational innovation, the illuminative approach was most appropriate to it, accepting the advocacy of Parlett and Dearden (1977). Their characterisation of the approach as involving description and interpretation rather than measurement and prediction was thought

applicable to the subject. For the absence of firm and clear concepts and indicators with which to measure decentralised staff development led to a recognition of the value of the case study method.

In employing the case study method it was thought that a degree of objectivity would be secured through uncovering the multiple realities to which both Bogdan and Biklen (1982) and Walker (1980) refer. For it was not seen as being possible to achieve a single undisputed understanding of the truth about decentralised staff developers. Several interpretations might best offer a greater understanding of the phenomenon.

Although the case study method was apparently suitable for the purposes of the research, three principal problems or criticisms of the approach were recognised.

The first problem was the subjective nature of the approach, whereby the data that is collected is processed in accordance with the interpretations of the investigator. The outcome of this procedure is a risk of bias or distortion from the reliance on human judgement.

The second problem was the risk of the investigator influencing untowardly, the behaviour and events that were under study through his participation.

The third problem was the generalisability of the analysis to other situations. Thus a question is posed of the relevance and truth of intensive, detailed and small scale studies for the wider world of which they are but one small part.

It was noted that these three principal problems were well recognised by proponents of the case study method and assurance was given of how to combat them.

The first problem of the subjectivity of the approach was addressed by Bogdan and Biklen (1982), Parlett and Dearden (1977), and Reason and Rowan (1981) who suggest several techniques to counter the problem and safeguard the scientific probity of the research. Self-awareness by the researcher figures prominently amongst the techniques as well as explicit reasoning and careful documentation of all the various processes and procedures of the research.

The second problem of the risk of disturbance or distortion from the participation of the investigator, seemed avoidable by following the

guidance given by Parlett and Dearden (1977). They maintain that the investigator can counter disturbance from his participation by managing his presence through skill in the relationships he makes with those under study. They also maintain that the integrity of the research can be secured through observance of appropriate ethical standards by the researcher.

The third problem of the representativeness of the study or its generalisability was answered by Bogdan and Biklen (1982) and Parlett and Dearden (1977) in their analysis of educational institutions. For they contend that within learning milieux, despite diversity, there is much that is shared through conventions and characteristics. Thus for generalisability, a full and open account of the research process is required so that it is possible for others to decide how reliable and valid the research findings from the case study are to other cases.

Because these problems of the case study method seemed resolvable, it was decided in principle to proceed with its application to the research into decentralised staff development.

The suitability of the case study method was supported by the staff development research undertaken by Berg and Ostergren (1977), Bradley et al (1983), Eble and McKeachie (1985), Mathias and Rutherford (1983) Rutherford (1982), and Rutherford, Fleming and Mathias (1985) in which varying degrees of reliance had been placed upon the technique.

Of these research studies, the most notable theoretical contribution came from Berg and Ostergren (1977), who based their research method on several case studies in which documentation and non-structured interviews were dominant. In doing so, they explained that relevant quantitative and empirical methods had not been developed for the area of study. More positively, they argued that the case study approach made it possible to reach the core of multi-dimensional and multi-faceted reality which was reflected in the innovation process, the subject of their inquiry.

Additional support for use of the case study method was given by Hewton (1982). For in his major theoretical analysis of the roles of staff developers in higher education, which was derived from a review of the literature, Hewton (1982) upholds his conclusions with support

from a case study of the institution in which he was a participant observer in his post as a centralised staff developer.

Further encouragement for applying a case study method was given by Main (1981) who showed the usefulness of its contribution (combined with an extensive literature review) for his evaluation of the training of university teachers. He had made full use of his own institution of higher education, Strathclyde University, and his role there as the centralised staff developer for his research. Even more appositely, McAleese (1978) had made considerably fuller use of his own institution, Aberdeen University, and his post as the centralised staff developer, to develop his thesis on the roles of the staff developer.

In both of these research studies, (Main, 1981; McAleese, 1978), the researcher had conducted research into staff development using extensively, his experience as a staff developer in his own institution. Essentially, both Main and McAleese had utilised their organisational roles to exemplify the principle of participant observation for their research.

The research into decentralised staff development for this thesis was presented with the opportunity for participant observation, similar to that afforded by the research of Main (1981) and McAleese (1978). It was decided to exploit the opportunity, to obtain data from first hand experience of the rare innovation of decentralised staff development. The technique was adopted as but one of several however, for reliance upon a single technique was regarded as too narrow, thus making the research vulnerable to criticism.

A case study approach characterised by triangulation as commended by Yin (1984), was adopted for the research. For it was considered that several techniques for gathering information were necessary for two reasons: to make the findings more accurate through a corroborative mode and to construct a more extended, rich and complete inquiry through the inclusion of different perceptions of informants. Methodological triangulation was regarded as vital for the research, to counter the risk in the case study method, identified by Walker (1980) of being dominated by the sole interpretation of the researcher. The use of several methods would increase the sources of

information and the possibility of contrasting interpretations. Thus a synthesis of the truth would be achieved. In sum, triangulation was judged essential to ensure the objectivity of the research.

To further promote the objectivity of the research, the use of other types of triangulation, additional to the methodological, was considered necessary and feasible. Space triangulation could be achieved through investigation of the two institutions known to have adopted decentralised staff development. Time triangulation could be achieved by conducting the research into Birmingham Polytechnic over a prolonged period of time. A combination of several levels of triangulation was considered achievable through investigating decentralised staff development at several distinctive points within the organisation of Birmingham Polytechnic. The final type of triangulation that it was decided to use, was theoretical triangulation. Thus it was resolved to explore decentralised staff development with reference to the alternative models of the process of staff development and the alternative models of the practice or role of the staff developer.

Methodologically, participant observation, interviews, documentation, and a survey of staff were selected as the appropriate techniques to achieve triangulation.

Interviews were selected as a research tool because of the flexible and exploratory use that could be made of them with those selected as key informants from the experience of participant observation. Their value as a tool for staff development research had been well demonstrated by Berg and Ostergren (1977), Bradley et al (1983), Eble and McKeachie (1985), Kozma (1985), NASD/CEDAT (1986), Ryan (1984), and Startup (1979). The type of interview selected as most appropriate for use with the key informants was the guided or focused interview as identified by Moser and Kalton (1971). This type of interview provided the means to inquire into some topics with open questions and the exercise of discretion to probe further when it was considered necessary. Diaries were considered as an alternative to the interviews of some key informants but their conspicuous lack of use in staff development research combined with doubts about them

being kept reliably, led to their rejection as a research tool in the circumstances.

Documentation was judged to be a fruitful source of data, for the two institutions concerned were assumed to commit much of their thinking and their decisions about staff development to writing. A selection of documentation would be made through participant observation and subsequently through data collected by interviews. The use of documentation as a worthwhile activity in staff development research was supported by Berg and Ostergren (1977), Bradley et al (1983), Eble and McKeachie (1985), Greenaway and Harding (1978) and Kozma (1985).

A survey was judged necessary to obtain data from the potential beneficiaries of decentralised staff development, the academic staff. Their experience and perceptions were judged as a vital contribution to the methodological triangulation and more specifically to determine the perceptions by staff of their own needs. Although discussion groups as one of the several techniques identified by McKillip (1987) for analysing needs was considered for use and known to have been employed successfully by Bradley et al (1983), Eble and McKeachie (1985), NASD/CEDAT (1986) and Yorke (1977), the participation of staff was thought difficult to secure and doubt was felt about the representativeness of any such discussion groups that could be convened. As a better alternative, a survey of staff commended itself as a means of obtaining a relevant quantity of data from a representative sample of staff. The logistics suggested were those of a self-administered questionnaire, delivered and returned by post to the researcher. The adoption of this technique was given support for its use in the field of staff development research by Bradley et al (1983), Eble and McKeachie (1986), Fox (1984), Rutherford (1986) and Startup (1979). It was proposed to complement the quantitative data obtained from the questionnaire by interviews in depth with a smaller representative sample of staff to obtain qualitative data about staff needs.

After it had been resolved to proceed with a case study approach, decisions were made about the best sequence of the methods adopted. It was decided to complete the Brighton Polytechnic case study first so that any important lessons from that abortive experience could be

used for the case study of Birmingham Polytechnic. Also effort could be made from the beginning to see what relationship there was, if any, between the two case studies. It was also decided that research into the genesis of decentralised staff development at Birmingham Polytechnic should be undertaken next so that a full understanding of the background to the appointment of decentralised staff developers was gained prior to investigating the phenomenon in operation. A year of participant observation initially was judged necessary as a preliminary to the systematic use of interviews and documentation throughout the institution. The survey of staff would be conducted last.

This sequence of investigation was formulated so that time would be given initially to enable the role of decentralised staff developer to become securely established and operational within the institution. This period of time would also permit the researcher to formulate some hypotheses, questions and issues, derived from his experience of the role, upon which further investigation could be based. Accordingly interviews with key informants were proposed for the second year of the research by which time the decentralised staff developer posts had been extant for a year. From the knowledge and understanding derived from participant observation and interviews and documentation, it was planned to prepare and administer the survey of staff. Participant observation was planned as a process to continue throughout the whole period of the research to gain the maximum benefit from an accessible and effective method used in a sustained way. It was also thought that the prolonged use of the technique could indicate any significant changes in decentralised staff development, for which new strategies of research might be required.

Brighton Polytechnic

It was with great curiosity that the case study of Brighton Polytechnic was begun. For it was to afford a rare example of departure from the orthodoxy of centralisation of staff development in higher education. Access to data on decentralised staff development at Brighton Polytechnic presented itself as a problem immediately. All that was known from initial inquiries was that decentralised staff development at Brighton Polytechnic had been abandoned some years

previously. The researcher was an outsider to the institution, which was at some geographical distance to Birmingham Polytechnic, where the research through participant observation, had already commenced. Initial inquiries of colleagues active in staff development in higher education suggested several persons who had been highly involved in some way in the decentralised staff development scheme at Brighton Polytechnic. It was therefore decided to arrange interviews with these persons as key informants, to obtain basic data which could then guide further inquiries. It was anticipated that such further inquiries would be conducted by means of a site visit, as exemplified by Bradley et al (1983) and Eble and McKeachie (1985) for further interviews, documentation, observation and a survey of staff opinion. Interviews of a focused or guided format were arranged with five key informants when they were in the vicinity of Birmingham Polytechnic and from these interviews some documentation and literature was obtained subsequently.

Those interviewed, were the sole remaining member of the EDU at Brighton Polytechnic and a former CRO (Course Resource Officer) herself, the original head of the EDU at Brighton Polytechnic, two former EDA's (educational development assistants), and a former CRO at Brighton Polytechnic who was later appointed to the EDU at Birmingham Polytechnic.

From these initial interviews and documentation, a profile abeit limited, of decentralised staff development at Brighton Polytechnic was compiled. Serious difficulties were anticipated from further inquiries through a site visit. For it was learned from the sole remaining member of the EDU that a visit by an outsider intent on a sustained inquiry into the recent history of staff development within the institution, would be neither welcomed or assisted. It was realised also that observation from such a visit would be very restricted because decentralised staff development had been abandoned some years previously. For the same reason, a survey of staff views on institutional arrangements which had been dissolved was thought to be fraught with difficulty. A site visit was the next logical step but to continue with one in the circumstances was thought likely to

yield meagre data. Given the adversity of circumstances, a site visit was considered of doubtful value and not arranged.

The decision was made therefore to close the Brighton Polytechnic case study. The case study is reported in chapter 4. The Birmingham Polytechnic case study was continued through participant observation and a new phase was begun into the historical background.

Genesis of Decentralised Staff Development at Birmingham Polytechnic

From investigation of some aspects of the historical development of Birmingham Polytechnic, it was hoped to achieve an explanation for the adoption of a staff development strategy which was at variance with that commonly pursued by institutions of higher education. The research into the genesis of decentralised staff development at Birmingham Polytechnic was aided by some preliminary investigation which had been made into the recent history of staff development within the institution (Smith, 1985). For it enabled a start to be made on a list of key informants, which it was intended to extend as a result of further interviews.

This prior knowledge indicated that the first interviews and accompanying search for documentation should be with the two centralised staff developers. For they had been conspicuously associated with the introduction of decentralised staff development. Interviews arranged subsequently, were with five informants who contributed to the formulation or implementation of staff development policy through their close association with the Directorate. In addition, interviews were conducted with three individuals who had been party to staff development policy making at central level, from outside the Directorate. For two of them, it had been in their capacity as officers of the NATFHE branch, whilst the third was a colleague of the researcher.

These interviews and documentation about the recent history revealed that there had been predecessors to the decentralised staff developers who were volunteers or departmental advisers. Accordingly efforts were made to identify them within the existing staff in order to interview them and find out what the role had amounted to. It was a matter of interest to determine if the role had been associated with any particular micro model of staff development practice. A file

which had been kept by the EDU and had ceased to be used, was recovered and donated for the research. Within the file was a list of names of staff identified as staff tutors, (Appendix 1) which was then used as a guide for interviews. Approaches made to names on the list soon established that several of them were no longer members of the Polytechnic staff, whilst responses were unforthcoming from other names, despite several attempts made to contact them, both by telephone and in writing. Eventually six former staff tutors, or a third of the names identified in the list compiled by the EDU, were interviewed. Because this number was considered to be an adequate representation of the total, no further efforts were made to obtain interviews with other former staff tutors.

From these inquiries through interviews and documents it was ascertained that there had also been predecessors to the staff tutors. The discovery of professional tutors prompted efforts to identify staff who had been so designated for interview. These efforts led to the successful identification for interview of two former professional tutors only. No comprehensive list of professional tutors was discovered, and persons suggested either by interview or documents as having being professional tutors, other than the two identified, were found to be no longer on the staff either through retirement or departure for other reasons. It was accepted that the lapse of time since the appointment of professional tutors and absence of detailed and comprehensive records made it unlikely that further inquiries to locate former professional tutors would be fruitful. Accordingly no more effort was expended in this direction.

The type of interview used for the research into the genesis of decentralised staff development was of a guided format in fifteen instances and conversational in three.

To achieve some theoretical understanding of the genesis of decentralised staff development at Birmingham Polytechnic, analysis was made of the events with reference to the innovation theories advanced by Berg and Ostergren (1977, 1979), Chin and Benne (1976), Havelock and Huberman (1978), Lindquist (1978), Rogers and Shoemaker (1971) and Zaltman et al (1977).

The genesis of decentralised staff development at Birmingham Polytechnic is described in chapter 5 and the analysis of it is made in chapter 6.

Participant Observation

Participant observation was the method employed immediately the research began in October 1985. The purpose of the method was to obtain data first hand from the experience of being a decentralised staff developer and to use that data as an insider to guide further inquiry through interviews, documentation and a survey.

The scope of the participant observation was largely concentrated on one faculty of Birmingham Polytechnic, Health and Social Sciences. However it was complemented by some observation of the other decentralised staff developers both in their faculties and at meetings convened by the EDU for them. From the data obtained from observation of the decentralised staff developers in the five faculties of Birmingham Polytechnic (other than Health and Social Sciences) it was intended to secure some corroboration of the findings from the Faculty of Health and Social Sciences and to compile a complete profile of decentralised staff development throughout the institution as a whole.

The approach adopted to participant observation was that identified by Burgess (1982) as an overt one rather than a covert one. Thus the decentralised staff developers and centralised staff developers were informed explicitly about the research and its purposes. Colleagues within the Faculty of Health and Social Sciences were also informed casually, if not uniformly about the research activity. However, the explicit research techniques were not identified publicly. This approach was pursued so that a just balance was struck between respecting the confidentiality of those observed and maintaining an unobtrusive approach to the process of observation.

In seeking to secure the confidence of all those observed, the participant observation role that was adopted was that identified by Burgess (1982) as an active role. Thus an honest and full participation in the role of decentralised staff developer was followed. Accordingly, various initiatives were taken to promote activities amongst academic staff and to assist them in their responsibilities rather than merely be reactive or perform the role at

a superficial level. No attempt was made to manipulate or contrive results for the sake of the research. With all academic colleagues, an effort was made consistently to make all encounters engendered with them, genuine and not synthetic. In keeping with this approach, at meetings of all the decentralised staff developers convened by the EDU, an active and involved part was played in proceedings. In adopting an overt and active participant observer role it was the intention to seriously explore the full experience encountered by those occupants of the post.

During the first year of participant observation, informal visits were made to each of the five decentralised staff developers in their Learning Centres. The purpose of these visits was to observe unobtrusively, the decentralised staff developers in their natural settings. Indeed these visits were also pilot studies to determine if a systematic programme of observation would be of value. A secondary purpose was to build up some trust with the decentralised staff developers as colleagues, for the purposes of obtaining information, especially through interviews later. The visits enabled observation of the decentralised staff developers at work and yielded some information through the informal conversation engendered. An understanding of the various Learning Centres, their facilities and the decentralised staff developers' perceptions of their responsibilities was obtained.

Some other informal encounters were also made with the decentralised staff developers which yielded further information. One of these occasions was a visit to another polytechnic for a meeting of staff developers in higher education in the region. The return car journey of several hours duration fostered casual conversation with two of the decentralised staff developers who were travelling companions.

Data from observation was recorded in a diary and completed irregularly usually several times a week. Events, conversations and activities which occurred were entered into the diary when relevant to decentralised staff development. Activities pertaining to the other role of the participant observer as a part-time teacher within the institution were omitted.

To maintain a sense of detachment and achieve some perspective as an outsider, complementary to that of insider, totally involved and uncritical of events taking place, reflections were regularly made upon the experiences of participant observation. Thus the practice recommended by Bogdan and Biklen (1982) was adopted, of recording observations in a diary and separately recording reflections on those observations. In this way it was intended to separate the participant observer's own feelings from the activities which he had witnessed. Participant observation was curtailed after one academic year because the post of decentralised staff developer in the Faculty of Health and Social Sciences was formally abrogated as explained in chapter one. From the experience of one year of participant observation some indications for the future direction of the research were established. It had been ascertained that the decentralised staff developers spent their time in various settings in which unobtrusive observation would be difficult to arrange. It was also inferred that further direct observation of their behaviour would provide little evidence about the real meaning of their activities, for such meaning would not necessarily be directly observable. Verbal accounts both from them and others with whom they had a relationship, were thought to be a more productive technique than observation. Thus it was decided that an extended and systematic programme of observation of the decentralised staff developers in their natural settings would be of little value.

Instead, it was decided to maintain participant observation within the Faculty of Health and Social Sciences as far as that was possible, so as to achieve the maximum benefit from the use of that technique over a prolonged period. That would extend to meetings of the decentralised staff developers convened by the EDU. Participant observation would be complemented by a programme of interviews of key informants together with the collection of documentation. Through the use of these techniques, other perceptions of the role of decentralised staff developer would be gained.

The amassing of data from several sources was also seen as a necessity in the preparation of the survey to be administered to a sample of

staff throughout the whole Polytechnic in the third year of the research.

The ultimate outcome from these proposed research activities was expected to be a substantial advance in understanding of decentralisation as a significant variation of the 'partnership' macro model of staff development.

Interviews and Documentation

From the first year of participant observation a list was compiled of key informants to interview. These interviews were expected to suggest corroborative documentation.

First amongst these key informants were all those persons who were or had been in post as decentralised staff developers. Their perceptions and experience of the role was considered an essential first stage in interviewing so that the profile that had emerged from the experience of one year in one faculty could be extended to the institution as a whole. Their information was also seen as crucial in elucidating which micro models of staff development practice had been supported, albeit implicitly. These interviews numbered nine. Documentation about various aspects of decentralised staff development in the faculties was also obtained as a result of these interviews. The interviews were a major source of information about the activities of the decentralised staff developers, the subject of chapter 7.

From these interviews it became apparent that deans of faculties had important relationships with the decentralised staff developers because of the power that they exercised over them. That power influenced the activities which the decentralised staff developers promoted. Thus the perspective of the deans was considered of value in indicating an important influence upon the decentralised staff developers. More specifically, the extent to which the deans supported any one particular macro or micro model of staff development for their faculties was viewed with interest. Accordingly, interviews were arranged with the deans of the six faculties with decentralised staff development appointments at the start of the research. Of the two new faculties created soon after the research was begun, neither of which made decentralised staff development appointments, it was decided to interview one dean. The purpose of this interview was to

obtain an understanding of the non appointment. In all, interviews were held with seven informants who were deans. The relationship of the deans to the decentralised staff developers is addressed in chapter 8.

The first year of participant observation combined with interviews of the decentralised staff developers suggested that the technicians who worked in the faculty learning centres enjoyed a close relationship with the decentralised staff developers who supervised their work. The technicians were considered well placed, in particular, to corroborate an indication that the decentralised staff developers supported the product-orientated model of staff development in their practice. It was also considered that interviews with the technicians would substitute for the absence of a systematic programme of observation of the decentralised staff developers. A final reason for interviewing the technicians was the anticipation that from their regular co-operation with teaching staff in all faculties over the use of equipment and materials, they could offer some useful insights into unrevealed aspects of staff development needs. Six interviews were arranged with technicians which contribute to chapter 7 on the activities of the decentralised staff developers and chapter 9 on the faculties and the decentralised staff developers.

A document obtained at the very end of the first year of participant observation (Appendix 2) corroborated a conclusion from that year of the organisational marginality of the decentralised staff developers. They appeared to be outsiders rather than insiders to their academic colleagues. As a result, it was decided to interview the assistant academic registars of the six faculties with decentralised staff developers. From their role as principal administrators for their faculties it was expected that they would be able to inform the research about the particular formal and informal organisational context which surrounded the decentralised staff developers in each faculty. In this way the varied organisational patterns of each faculty might reveal the extent to which decentralisation as a variant of the 'partnership' macro model of staff development had been securely established. Six interviews were held for this purpose and

accompanying documentation obtained. The interviews contributed much to chapter 9 on the faculties and decentralised staff development. Participant observation and interviews with the decentralised staff developers suggested that the two centralised staff developers who worked closely together, had an important relationship with the former, both formally and informally. Thus it was assumed that as exponents of the 'partnership' macro model of staff development they could give unique insights into its modification by a variant, decentralisation. To obtain their distinctive perspectives, separate interviews were arranged. These interviews were important sources of information for chapter 10 on the EDU and decentralised staff development.

The chief technician in the EDU, was also identified as an exponent of the 'partnership' model. Also because his responsibilities extended throughout the entire institution, he was perceived as being knowledgeable about many aspects of decentralised staff development. The interview with him contributed to chapter 9 about the faculties and chapter 10 about the EDU.

The Assistant Director responsible for the EDU had shared responsibility for the introduction of decentralised staff development to the institution and participant observation and interviews with the two centralised staff developers identified a continuing responsibility for supporting the innovation. An interview with him was arranged in order that an inside account be obtained about Directorate policy for decentralised staff development. The interview contributed to chapter 11 on the Directorate and decentralised staff development.

The interviews with the technicians and the chief technician in the EDU had confirmed earlier observations that there were resource centres and supplies of equipment and materials within departments which were supportive of staff development. A perspective from a central and responsible source to account for this system was sought. The Polytechnic Secretary was identified as the most appropriate informant because of his administrative responsibilities for all technicians. His interview was a source for chapter 9, about the faculties.

Over the two years of participant observation it became apparent that there had been a change of staff development policy by the Directorate. It seemed that a shift away from the 'partnership' macro model of staff development, or at least its variant, decentralisation, had occurred. This was most demonstrably expressed by the termination of a decentralised staff developer post in the Faculty of Health and Social Sciences. The information available pointed towards the Director as being largely responsible for the change, so that an interview was arranged with him to pursue inquiries in that quarter. The interview contributed to chapter 11 on the Directorate and decentralised staff development.

The interviews with the key informants were arranged for the most part in their usual working environments or exceptionally in the office of the participant observer. Thus for both the decentralised staff developers and the technicians, the learning centres were the venue which also permitted some further direct observation of the decentralised staff developers performing their role.

A fairly standard format was selected for all the interviews. They were conducted using a guided or focused approach with a list of open question from which the interviewer departed if the interviewee was speaking freely and relevantly. This approach was adopted to enable an exploratory and flexible exchange to take place. The interviews were recorded by an unobtrusive audio cassette recorder and invariably transcribed by hand, the same evening. In addition to the transcription of the interview, the researcher would record his reflections about the interview. The interviews usually led to documents either being passed or being suggested for collection later.

As a result of an interview with one of the two centralised staff developers in the EDU, who was curious to learn about the findings of the research and in recognition of the opportunity to achieve some respondent validation, a brief paper (Appendix 3) was presented to one of the regular meetings convened for decentralised staff developers by the EDU. The paper summarised some of the principal findings about the decentralised staff developers which had been made from the research upto that time.

At the meeting, one of the decentralised staff developers claimed that the paper was too negative and underestimated the significance of the decentralised staff developers within the faculties and their achievements. Two other decentralised staff developers expressed the view that some progress had been made by them in their faculties since they had been interviewed several months earlier. Because the remaining two staff developers were absent from the meeting, no response was forthcoming from them.

As a result of this experience, it was decided to interview a second time, all the decentralised staff developers in post, to ascertain what important changes, if any, had occurred in their perception of their role since the first interview. These were planned for after completion of the survey of staff. Some of the findings from the survey of staff were expected to indicate some lines of inquiry for the second interviews of the decentralised staff developers.

Because commensurate time, support and recognition was not formally given for the role of decentralised staff developer, active participant observation gradually became passive participant observation and diminished further until it was completely extinguished by the end of the second academic year. The meeting convened by the EDU for decentralised staff developers in June 1987 marked the final meeting of that series and the termination of participant observation.

Thus from the third year of the research, observation of decentralised staff development in Birmingham Polytechnic was reduced to observation only as a member of academic staff of the institution

Survey

The survey of staff was conducted during the third year of the research. It will be described in terms of purposes, population, sampling, method and response.

Purposes

The previous two years of research suggested that the introduction of decentralised staff development at Birmingham Polytechnic was manifested by the product-orientated model of practice associated with the management of Learning Centres in six of the eight faculties. There was little evidence of other models of practice. It was also

concluded that decentralised staff development was but part of a wider context of staff development activity which was diffused through several institutions of the Polytechnic, of which departments were the most notable. It was inferred that the wider context of activity was promoted by the 'management' and 'shopfloor' models as well as the unmodified 'partnership' model. The extent to which the various facilities for staff development provided by these models were used and satisfied the professional needs of staff as perceived by the staff themselves, was unknown, as were the aspirations of staff for further professional development.

Accordingly, the purposes decided for the survey were threefold: to determine the experience, perceptions and expectations amongst staff of a variety of facilities and opportunities for staff development that had been identified as important in the earlier stages of the research; to ascertain the needs for staff development as defined by the staff themselves; to obtain some indications from staff of the propensity of alternative models of staff development to satisfy their professional needs.

Population

The population upon which the survey was focused was the academic staff of Birmingham Polytechnic. Although a memorandum to all academic staff from the Polytechnic Secretary in Autumn 1987 identified the total number of full-time and part-time staff as 692, it was decided to define the population as much less than this number

Table 3.2

Distribution of population

Faculty	Population	%
Art and Design	97	18.2
Built Environment	74	13.9
Business Studies and Law	92	17.3
Computing and Information Studies	34	6.4
Education	47	8.9
Engineering and Computer Technology	78	14.7
Health and Social Sciences	109	20.6
	Total 531	100

for the survey.

The size of the population was defined to omit some academic staff. These were posts which were vacant or abolished, staff whose responsibilities were senior management or staff development, academic staff in the small Music Centre whose experience of staff development differentiated them from the mainstream, and academic staff in a small college recently integrated into the Polytechnic.

The population to be surveyed was distributed across seven of the eight faculties of the Polytechnic. The details of the population distribution are shown in Table 3.2.

Sampling

Because of the large size of the population it was considered more feasible to adopt a sampling strategy rather than to survey the whole population. The sampling design was informed by the sampling theory propounded by Moser and Kalton (1971).

Table 3.3

Distribution of sample

Faculty	Sample Size	%
Art and Design	48	18.1
Built Environment	37	14.0
Business Studies and Law	46	17.4
Computing and Information Studies	17	6.4
Education	23	8.8
Engineering and Computer Technology	39	14.8
Health and Social Sciences	54	20.5
	Total 264	100

It was decided to select a uniform random sample of half the academic staff from each faculty. The sample size for each faculty is shown in Table 3.3

It was considered that the sample size chosen would be sufficient to achieve the purposes of the survey, particularly those relating to comparisons between faculties.

The sampling frame that was chosen was the internal lists of staff kept by faculties and updated by them from time to time. This choice of frame was made because the only alternative which was identified, the internal telephone directory, was considered obsolescent.

The form of probability sampling selected was systematic sampling so that each alternating name on the staff lists was selected for the survey.

Method

The survey comprised two methods: the administration of a postal questionnaire to staff within the institution; subsequent interviews of a selection of staff. The questionnaire was considered suitable to collect information which was largely of a quantitative character whilst the subsequent interviews were considered complementary in obtaining information which was more qualitative in character.

The postal questionnaire (Appendix 4) was distributed to the sample of teaching staff with an accompanying letter (Appendix 5) in late Spring 1988 for completion and return.

The questionnaire had a standard format for all faculties except for Art and Design for which there was a slight variation in the wording of questions about the Learning Centre. Earlier research established that in this faculty the facilities for which the decentralised staff developer was responsible were known as computer rooms and not a Learning Centre.

A pilot survey was made with a potential respondent from each faculty in early Spring 1988 to test out the questionnaire. As a result of the interviews conducted for the pilot survey and other informal consultations made with colleagues with interests in the purposes or methodology of the research, several changes were made to the questionnaire.

To encourage a high response to the questionnaire, a follow up letter was sent and telephone reminder made to respondents.

Response

The response to the postal survey was a return of 149 completed questionnaires representing 56.4% of the sample. The distribution of the response by faculties is shown in Table 3.4 There was a little variation in the response rate of faculties compared with the sample (Table 3.3) which was considered acceptable.

The response was considered sufficiently high to be of value. Indeed it was considered comparable for example, to the survey of academic

staff opinion conducted by Rutherford (1988) when a return of 58% was achieved from a one in three random sample.

Written and verbal comments from the non-respondents suggested that there were four main reasons for non-response.

Table 3.4

Distribution of response

Faculty	Response	%
Art and Design	17	11.4
Built Environment	18	12.1
Business Studies and Law	29	19.4
Computing and Information Studies	11	7.4
Education	15	10.1
Engineering and Computer Technology	20	13.4
Health and Social Sciences	39	26.2
Total	149	100

For a small number, inaccuracy in the internal lists of staff had resulted in questionnaires being distributed to staff who were not in post, either because they had vacated their post or had not yet occupied it.

Some staff stated that they were much too busy with their duties to be able to afford any time to help.

For other non-respondents there was a feeling that there was insufficient assurance of confidentiality for them to divulge highly sensitive personal information.

The remaining non-respondents indicated that they doubted the integrity of the survey as independent research. They suspected that the survey was being undertaken for the management of the Polytechnic for its own purposes, which might be to their detriment. The survey may have been confused with a survey of morale conducted for the Directorate by postal questionnaire sent to all academic staff in early Spring 1988. The results later showed that the morale of academic staff was very low.

Some confirmation of the representativeness of the response to the postal survey was secured by comparing information about the composition of the population, obtained from personnel administrative

staff, with the composition of the response with regard to sex and position, as shown in Table 3.5.

The Table shows that in terms of sex and position, the difference between the response and the population was small. No information was available about the length of employment of the population with which to make a comparison with the response.

Table 3.5

Composition of response and population by sex and position

	Response	%	Population	%
Sex				
Male	119	80.4	453	79.6
Female	29	19.6	116	20.4
Total	148	100	569	100
Position				
Senior Lecturer/ Lecturer 11	103	70.1	440	77.3
Principal Lecturer	44	20.9	129	22.7
Total	147	100	569	100

The information collected by the questionnaires was processed by computer during the Summer of 1988. The SPSS-X statistical programme was used to administer the chi-square test for statistical significance to those tables where comparisons were made between faculties or in other ways. These were Tables 12.12, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 12.22, 12,24, 12,25, 12.26, and 12.27. Because of the small size of some of the samples, some of the categories used in the questionnaire had to be combined for statistical analysis.

Interviews were arranged during the Autumn of 1988 with a sub-sample of 30 respondents to the postal survey. The sub-sample was selected as representative in terms of faculty, gender, position and length of employment. A guided or focused format was used for the interviews which amplified the information collected by the questionnaires, particularly in respect of the more informal and less quantifiable processes of staff development. The interviews were recorded on an

audio-cassette recorder and transcribed shortly afterwards. Analysis of the information from the interviews was made manually, using the inductive methods commended by Patton (1980). The results of the survey are presented in chapter 12 and are used for evaluation of the models of practice and responsibility in chapters 15 and 16 respectively.

Further Interviews and Documentation

After analysis of the survey was completed, second interviews were arranged in Spring 1989 with several key informants identified earlier in the research. There were two purposes for the re-interviews. To achieve some further respondent validation by obtaining reactions to a summary of the survey results (Appendix 6). Also to obtain alternative perceptions of institutional changes in staff development arrangements that had been indicated in two documents obtained from observation as a member of academic staff (Appendices 7 and 8). The documents suggested that a shift of support institutionally had occurred, from the 'partnership' model to the 'management' model, which was of course, a matter of great interest.

Accordingly, the serving or last occupants of the five decentralised staff development posts, the two centralised staff developers and the relatively new Assistant Director for Staff Development were interviewed. The information from these interviews is the basis for chapter 13, which reviews the staff development arrangements three years after the introduction of decentralisation.

Coventry Polytechnic

An innovation in the arrangements for staff development at Coventry Polytechnic became known informally from staff development colleagues whilst the case study of Birmingham Polytechnic was being undertaken. The new arrangements were understood to include the introduction of decentralised staff development. This information suggested that there was an opportunity to compile another case study from which it was anticipated that evidence might be obtained of models of practice other than the product-orientated model alone and of the influence of such models on the professional development of academic staff. It was hoped also from the case study to ascertain the relationship that prevailed between the centralised and decentralised practitioners of

the 'partnership' model and to estimate the important influences upon it. Some illumination might be given, it was conjectured, on the institutional arrangements that had been devised to extend the 'partnership' model effectively to faculties and departments.

It was decided to investigate Coventry Polytechnic in Summer 1989 by which time its new staff development arrangements would be well established and the Birmingham Polytechnic case study would be completed.

Contact made initially with the sole centralised staff developer identified him as the key informant and a visit was made to Coventry Polytechnic to interview him in a semi-structured way. The interview and accompanying documentation suggested that whilst a proposal for decentralised staff development had been approved by the Polytechnic, it had subsequently lapsed in favour of the staff release principle. Some confirmation of this inference was sought from other key informants so a small sample was selected for interview from a list of academic staff who had participated in the new staff development arrangements. Two semi-structured interviews were arranged and further documentation obtained.

From all the evidence obtained from Coventry Polytechnic, it was decided that further inquiries would not be more fruitful about the implementation of decentralised staff development. Accordingly, the case study was closed. The case study is described in chapter 14.

Summary

The research design was selected to describe, analyse and evaluate decentralised staff development roles in higher education. It was necessary concomitantly to address the various micro models of practice and the alternative macro models of responsibility. The rarity and innovative nature of the subject led to the adoption of a case study approach. To ensure the scientific probity of the approach, triangulation of several types was used. The approach was first applied to Brighton Polytechnic. Subsequently, it was applied to Birmingham Polytechnic in a more sustained way. It began with inquiries into the genesis of decentralised staff development. Simultaneously, participant observation commenced and also accompanied the succeeding stage of interviews and documentation. A dual method

survey was then organised and followed by further interviews and documentation. Finally, a brief case study of Coventry Polytechnic was undertaken.

CHAPTER FOUR

DECENTRALISED STAFF DEVELOPMENT AT BRIGHTON POLYTECHNIC

Introduction

In chapter 3, it was stated that because of its rare departure from centralisation of staff development, Brighton Polytechnic was considered appropriate for a case study. This chapter presents that case study. It describes the means of decentralised staff development, the EDU Release Scheme and the activities of the staff developers associated with it. The limits to decentralisation and the abandonment of it for centralisation are described also. Finally, a brief evaluation of the decentralisation experiment is attempted. The relevance of the decentralisation experiment at Brighton Polytechnic to the Birmingham Polytechnic case study is stated in chapter 5.

The EDU Release Scheme

Staff development at Brighton Polytechnic was promoted through a centralised unit, the Educational Development Unit, which pursued a form of decentralisation, that existed between 1977 and 1982.

The EDU was from its beginning, a small section within a much larger Department of Learning Resources, established in 1973, to provide an integrated range of library, media and educational development services. A major expansion of the Department followed a CNAA visit of 1975. The CNAA was critical of the central support services which were considered insufficient and jeapordised its approval for courses. The Polytechnic was concerned to safeguard courses and accordingly, "A period of growth and development followed (1975-1979), in which library services were improved and extended, and the media and educational development services firmly established" (Brighton Polytechnic, 1985, p.5). This period of expansion included the inception of the EDU Release Scheme, the idea for which was conceived by the Head of Learning Resources, and developed by the Co-ordinator of the EDU. The Release Scheme, was "established to provide teaching staff with support to carry out innovations in and improvements to their teaching" (Tait, 1984, p.1). Through it, staff were given time off from their usual duties to develop improvements in their teaching, for which they were given the support and facilities of the EDU and its associated services. The Scheme grew from a few departments to involve the participation of all faculties eventually. The Scheme

represented a combination of two activities, change teams and grants schemes, which are common to staff development units internationally (Main, 1985).

To promote the EDU Release Scheme throughout the Polytechnic, it was decided that the EDA's (the staff developers) should specialise in the work of faculties. Thus, the EDA's were appointed with academic backgrounds appropriate to the faculties of the Polytechnic, rather than as staff suited to serve the needs of the institution as a whole. Accordingly, "from 1977 to 1982 the work of the Educational Development Assistants (EDA's) was organised on a faculty basis, with each EDA covering the whole range of educational development needs in his or her area, including the overseeing of release project activity" (Barlow, 1987, p.4).

The Staff Developers

Because the EDA's were appointed on a faculty basis, they were accommodated within the faculties, rather than in the shared accommodation of a central service. Thus there were 5 offices for the EDU (SCEDSIP, 1982, p.3). In this way, they were better able to work closely with colleagues in their respective faculties. Such was the physical dispersal of the Polytechnic over a multiplicity of sites, that some travelling was still required on the part of EDA's for personal contact with some colleagues (Millar, 1986).

The activities of the EDA's were centred around support for the Release Scheme and as such were diverse. This involved them in various activities which they summarised: "It is the EDA, for instance, who assists in the structuring of learning materials, helps obtain student reactions, makes contact with other appropriate lecturers and institutions, and generally tries to ensure that the Project develops as planned" (Adderley et al 1979, p.284). One of the activities was detailed evaluation of projects (Williams and Pearce, 1980).

The work of the EDA's extended from the very informal to the more formal kind of activity. Thus two former EDA's confirmed that much time had to be spent in coffee bars with colleagues in fairly casual conversation as a means of initiating projects (Adderley, 1986; Millar, 1986). Later on, the EDA's activities involved participation in various meetings of the more formal processes such as boards of studies. The more formal

aspects of the EDA's work were designed to obtain resources and commitment from courses, departments and faculties for innovations, as well as public approval for staff development and encouragement for its wider acceptance and adoption. In seeking to extend the influence of the Release Scheme, the EDA's had some responsibility for organising seminars in departments and faculties to make known the projects and stimulate new ones. Much work by the EDA's involved liaison with technical specialists in the rest of their Department, for the outcome of the Release Scheme was expressed to a large extent in the production of various kinds of educational materials. The many kinds of projects that were evidently promoted (Tait, 1984) are well summarised in the reference made by EDA's to "the introduction of individualized and independent learning, case studies, games and simulation; the production of workbooks, learning packages and video tapes; and the establishment of specialist resources centres" (Adderley et al 1979, p.278).

From the emphasis of their work on co-operation with colleagues on projects, it appears at first sight as if the role of the EDA's embodied the problem-orientated model of staff development practice. However, given the diversity of their activities, a more appropriate definition of their role is the eclectic model.

In their work, the EDA's shared responsibility for staff development through the Release Scheme with the CRO's (Course Resource Officers). The CRO's were primarily librarians serving a course or group of courses but with responsibilities extended to staff development work. Thus their task was to take "direct responsibility for the provision of print and media resources which are made available to the staff and students of 'their' courses through the libraries of the Polytechnic. Additionally, they help to identify other needs of lecturers and direct them to appropriate Learning Resources staff" (Tait, 1984, p.8).

In contrast, the EDA's had responsibility for "Assisting with course design and operating the EDU Release Scheme" (Tait, 1984, p.9). However, "The roles of the CRO and EDA can be seen as complementary and together they form mutually supportive teams in the various faculties" (Tait, 1984, p.9). In principle therefore both the CRO's and EDA's acted as gatekeepers "opening appropriate 'gates' into Learning Resources for teaching staff with particular needs" (Adderley et al, 1979, p. 286). The

Deparment of Learning Resources certainly had a vast range of technical facilities to offer staff, for which a guide was undoubtedly helpful, maybe even essential.

These arrangements for decentralised staff development seem a little confused however, for they suggest a lack of distinctive responsibility for the EDA's and an absence of clear demarcation in their work from that of the CRO's. Such a fluidity and interchangeability in the roles of CRO's and EDA's may have been an influential consideration later on, when the Department came under pressure to make economies. For the EDA's may have been considered more easily expendable, with scope for a transfer of some of their responsibilities to the CRO's, whose library duties made them less easily dispensable.

Limits to Decentralisation

A decentralisation of staff development was only achieved within certain limits at Brighton Polytechnic, for in several respects, centralisation of staff development was never entirely abandoned.

Although the work of the EDA's was organised according to faculties, there was never a sufficient number of EDA's appointed to achieve the objective that "eventually there should be one EDA with an appropriate academic background for each of the six Polytechnic faculties" (Tait, 1984, p.9). The staffing of the EDU never increased beyond the Co-ordinator and "two part-time EDA's who are responsible for the faculties in which they also teach, and two full time non-teaching EDA's" (Adderley et al 1979, p. 279). The failure to achieve a complement of staff sufficient for full decentralisation, resulted in the EDA's being responsible for more than one faculty and for some activities, staff induction and study skills for example, being undertaken by EDA's irrespective of faculties. Thus although EDA's had work which associated them strongly with one faculty, they all had some responsibilities which extended to more than just one.

In addition to their activities which cut across faculties, the organisational relationships were such, that EDA's were never truly decentralised to faculties in terms of formal organisation. Thus as members of staff of the EDU, they owed immediate accountability to it, which was also therefore to the Department of Learning Resources, then to the Learning Resources Committee which was a sub-committee of the

Academic Board. Thus the EDA's were always centralised as far as their formal position and responsibilies were concerned. The faculties as the decentralised elements of the Polytechnic, had no direct control over the EDA's. The implications for the EDA's were that they were never full members of the various meetings of the faculties in which they worked, such as boards of studies, (Adderly, 1986; Millar, 1986). Thus at the formal meetings, the EDA's attended as invited guests rather than as full members with voting rights.

The formal position of EDA's, and the breadth of their responsibilities, influenced their relationships with faculty colleagues. One former EDA recollects that whilst in post he was always regarded as an outsider, and remembers being told by one colleague in the Electrical Engineering Department that "You are on the enemy side" (Adderley, 1986). As outsiders of course, the EDA's never enjoyed the full trust of their academic colleagues.

In contrast, the position both formally and informally, of the CRO's, who shared staff development duties with the EDA's, was different, so that they apparently enjoyed a closer relationship with staff. They regularly attended boards of studies and other meetings within faculties and were more accessible to the small numbers of staff with whom they worked. Indeed they were if anything, insiders, to the outsiders, who were the EDA's.

Centralisation

Centralisation of staff development occurred following the appointment of a new EDU Co-ordinator, "The Unit then moved to a consultancy basis, with EDA's developing expertise in specific areas of educational development such as Computer Assisted Learning, efficiencies in teaching and learning, individualised and packaged learning and evaluation" (Barlow, 1987, p.4). Thus there was a shift away from eclecticism. The arrangement lasted for 18 months after which, in response to requests made of the Learning Resources Department to make staffing cuts, "for various reasons it was decided to reduce the EDU to one full-time EDA, with a part-time secretary, and to base educational development activity on the release scheme" (Barlow, 1987, p.2). It is very clear that the Polytechnic's abandonment of decentralised staff development and savage reduction of the EDU, occurred in the context of a revision of spending on central

services. Thus it was reported that "during the period of financial contraction (1980-1984), reductions of considerable size were applied to Learning Resources staffing and funding; for the most part, these reductions were evenly distributed across the whole range of Learning Resources services, although in 1983 the Educational Development Unit was subjected to particularly heavy cuts" (Brighton Polytechnic, 1985, p. 5). The present EDU Co-ordinator, has been extremely cryptic about the changes which took place in the EDU (Barlow, 1986, 1987). Given limited data, (the reasons for which are explained in chapter 3), it is difficult to be sure of the reasons for the abandonment of decentralisation.

One factor does seem relevant. It was the absence of the two key figures responsible for EDU decentralisation, in the period of cuts. The first Co-ordinator had left for another post and the first Head of Department of Learning Resources was on extended leave of absence to an open learning enterprise outside the Polytechnic. Thus the architects of the extended 'partnership' model had no influence when the Learning Resources Department made its decisions over the reduction of its expenditure and the retreat from that model.

The explanation which seems most probable is that at a time of contraction, the position of the EDA's as outsiders to the academic community of the institution made them vulnerable, just as the position of the CRO's as insiders to the wider academic community gave them protection. Thus when there was pressure on the resources of the Department of Learning Resources, it led to a recognition that there were virtually two staff development services. The CRO's were better established organisationally within faculties and were therefore more accepted by academic staff than the EDA's as the practitioners of staff development. Some cuts had to be made and they fell on the EDU disproportionately. The librarians of the Department were the most significant occupational group within it, which would also augur well for a maintenance of their services. This explanation is also supported by the knowledge that the person who became the sole EDA and Co-ordinator of the EDU after its reduction, is a qualified librarian, and was formerly a CRO. The present Head of the Department (and former Deputy Head) is also a qualified librarian.

The Value of Decentralisation

Because of fairly scant data which has been obtained, an estimate of the value of the experiment in decentralisation of staff development at Brighton Polytechnic is from a narrow base. Thus no primary data is available about how staff felt their professional needs had been met through the appointment of decentralised staff developers. Those involved at the time, were very enthusiastic about their work as decentralised staff developers and claimed that "lecturers who have participated in the EDU Release Scheme have usually accomplished what they set out to do, become more enthusiastic about their work and have been able to influence the attitudes of their departmental colleagues" (Adderley et al 1979, p.285). One former EDA has also maintained that the work of the EDA's on the production of learning materials was a "superb" method of staff development (Adderley, 1986). The first EDU Co-ordinator has maintained that the EDU Release Scheme during her period of responsibility, "has been able to give 1 in 5 of the teaching staff the opportunity to improve, develop, innovate and experiment with their approaches to teaching and learning" (Tait, 1984, p.10).

The EDU Release Scheme continues, administered by a sole centralised EDA, and without the support of explicitly identified decentralised staff developers. It might well be thought therefore, that the extended 'partnership' model at Brighton Polytechnic was unnecessary, ineffective, or failed in some way to contribute to staff developmemt. Perhaps the approach of decentralised staff development is intrinsically flawed?

A critical examination of the documentation about staff development at Brighton Polytechnic offers an answer to this question.

It is apparent that the Release Scheme is highly dependent for its survival on surrogate decentralised staff developers. Thus, "Course Resource Officers continue to provide day-to-day liaison with staff, and to help in areas such as literature searching and identifying related work in other institutions" (Brighton Polytechnic, 1985, p.17). The extensive diffusion of responsibility for staff development becomes clearer from the present EDU Co-ordinator's appraisal: "Although the past two years have shown that a staff release scheme on the scale of Brighton's can be maintained with just one EDA co-ordinating it and without the backup of an EDU as such, it is important to recognise that a great deal of support is necessary from other sources: Media Services,

the Computer Centre, librarians and academic staff. The loss of the unit has decentralised some of the responsibility for initiating changes, transferring it to departments and course teams. In a few cases educational development interest groups have been set up, or a member of staff has been given special responsibility for staff development and educational development" (Barlow, 1987, p.11).

In contrast to the apparent success of staff development in the earlier era, the current arrangements with their dependence on such fragmented responsibility seem much less successful. Thus, "On a broader scale there is inevitably a sense of frustration over the restricted impact of the scheme, given the small amount of funding available and the limited amount of educational development expertise to support it....Staff need to acquire skills in the management and facilitating of learning, and students need to be helped to develop new and more flexible attitudes to learning. These are matters which could be tackled if proper allowances of staff time and resources were allocated for educational development" (Barlow, 1987, p.12).

It appears that the experiment of decentralised staff development was not abandoned because it was an inferior method to the centralised promotion of staff development. Other reasons, which are not altogether clear, must be assumed to have been more influential in its demise.

Currently, the process of, staff development at Brighton Polytechnic exemplifies the 'shop-floor' model. A lone centralised staff developer administers arrangements and funds, in response to requests for self-initiated staff projects. The outcome, accordingly, is uneven and restricted.

Conclusion

Decentralisation of staff development at Brighton Polytechnic was promoted for a short period of years, through the appointment of EDA's, specialising in the work of faculties. Their primary purpose was to support the EDU Release Scheme, which they shared with the CRO's, for which their practice was eclectic. Several limitations to decentralisation meant that it was never fully achieved, and then abandoned under the pressure to cut resources. Evaluation of this experiment with the modified 'partnership' model suggests that it did not fail to meet the professional needs of academic staff. An evaluation is

made of the models of staff development practice and responsibility in chapters 15 and 16 respectively.

CHAPTER FIVE

THE GENESIS OF DECENTRALISED STAFF DEVELOPMENT AT BIRMINGHAM POLYTECHNIC

Introduction

This chapter begins the case study of Birmingham Polytechnic, the strategy for which was stated in chapter 3. It describes chronologically, staff development policy which culminated in the appointment of decentralised staff developers in 1985. The policy is defined as falling into several phases: recognition of professional tutors; the formation of an educational development unit; limited approval for staff tutors; adoption of a strategy, 'The Polytechnic of the Future'; the appointment of decentralised staff developers to faculties. The events in this chapter will be analysed in chapter 6, with reference to the innovation theories identified in chapter 3.

Professional Tutors

Birmingham Polytechnic was formed in 1971 by the amalgamation of five colleges and as an outcome of the Government's policy to expand higher education through the creation of the polytechnics in the public sector of higher education. Its origins go back some 150 years however. In 1975, three further colleges amalgamated with the Polytechnic. As such, the Polytechnic inherited various staff development policies and practices from its constituent parts.

The first notable step as far as explicit staff development policy was concerned, came in 1974, when a paper on staff development policy was adopted (Appendix 9). The paper recognised staff development as varied in character, for which responsibility was diffused throughout the institution. Even so, heads of departments were singled out as having a primary responsibility for the development of their staff. Support for the concept of volunteers with staff development responsibilities at the departmental level, was given as a minor inclusion of the paper. Thus the paper suggested as an option for heads of departments, delegation of some of their staff development responsibilities to a member of their staff, designated as a professional tutor. In effect, whilst the paper upheld the 'management' model, it acknowledged the 'shopfloor' model and offered some support for the 'partnership' model within departments.

The impetus for this proposal came from the experience of one Department, Business Studies and Finance, where a member of staff had been pioneering the role of professional tutor with the agreement of the Head of Department. The Department of Business Studies and Finance was a large department with many staff who were young and new to teaching. The Head shared the view with the professional tutor, that newcomers to the profession needed to learn how to achieve a competence in their chosen occupational role but with many demands on his time, he felt unable to do much himself. So the professional tutor, partly inspired by the recent James Report (Department of Education and Science, 1972) and his own perception of needs in the Department, initiated a role which the Head supported, by which he assumed responsibility for helping staff both by instruction and in a counselling capacity. An effective and positive working relationship developed between them over staff development and in recognition of the responsibility undertaken, the professional tutor received a small remission of hours from teaching.

Both men were of the view that the Polytechnic as a young and evolving institution could benefit from the practice that they had pioneered and they decided to promote the idea of professional tutors throughout the rest of the Polytechnic. This they did by attendance at meetings, such as the Staff Development Committtee and Arts and Social Sciences Committee, which as sub-committees of the Academic Board, reported to it. At these meetings the professional tutor, supported by his Head of Department, presented a paper on the professional tutor (Appendix 10) in which the prescription-orientated model was implied primarily, and the process-orientated model, secondarily. Some success was achieved in that the paper on staff development policy (Appendix 9) recognised that there was some value in the concept of professional tutor, but it compressed the many ideas advanced for the role (Appendix 10) into one paragraph and was very tentative about the idea.

The concept of volunteers with staff development responsibilities at departmental level was applied in some departments, sometimes informally, without the use of the title, 'professional tutor'. In those departments where the role was performed, several activities were undertaken which were both departmental and centralised in their scope. Within departments, a main activity for the professional tutors where they had

been appointed, was supervision of new colleagues in their probationary year. Responsibilities for new colleagues also included listening to their problems, giving advice as appropriate, observing their performance as teachers and reporting progress to the head of department.
Additionally, in one department at least, the professional tutor arranged a series of seminars on educational topics that was open to all departmental staff. In another department, the professional tutor became aware of the deficiency of teaching aids and assumed responsibility for ordering audio-visual materials.
In terms of their centralised activities, professional tutors maintained an informal network which arranged for annual induction courses for new staff from the entire Polytechnic and for some in-service training for interested, establised staff.
Fulfilling the role of professional tutor was not without its difficulties however. Thus in the Department of Economics and Social Science, the professional tutor encountered resistance to his activities from senior colleagues with responsibility for staff according to discipline. He was told by one colleague that "unless you are an economist, you have little to offer" (Ward, 1986). As a historian he was indeed handicapped!
Although the professional tutor in the Department of Business Studies and Finance was always willing to talk about the professional tutor role to interested colleagues in other departments, the role was not universally adopted in practice throughout the institution. Indeed the absence of professional tutors as a common and significant role in departments, can be inferred from the re-assertion of the idea by the Head of the Department of Business Studies and Finance in 1977, when he became a member of the Directorate.
The limited adoption of the professional tutors by departments can be attributed to several factors.
The major proponents were two individuals only, a head of department and senior lecturer. Although they had succeeded in gaining acceptance of the idea on paper, they did not occupy influential positions within the Polytechnic (until one became a member of the Directorate in 1977).
In the wake of approval of the paper on staff development, no special efforts were expended by the Directorate to ensure that the professional tutor concept was widely accepted and practised.

The concept of professional tutor as exemplified within the institution was of ambiguous appeal. The example offered by the Department of Business Studies and Finance was cited most often to promote support for the concept. Although the professional tutor in this Department maintained that for him the role was both that of facilitator and instructor, he was more inclined to the latter role. This was manifested for example, by the seminars on education for colleagues in his department, which he led entirely himself. Indeed he cultivated a distinctive approach to the role which had been successful in his own department, with many new young and inexperienced staff, but had less appeal to other departments. On his own admission, he cultivated eccentricity in promoting the role (Beech, 1986) and was known to appear in full academic dress on unexpected occasions. The professional tutor concept was associated with one model only, which had been well articulated and publicly identified. The model was the prescription-orientated model which had been developed in the Department of Business Studies and Finance. Although personnel records kept by the Polytechnic do not provide easy analysis of the composition of staff, informal sources suggest that there was an increasing stability, maturity and experience amongst them. It is inferred from this trend that the prescription-orientated model of professional tutor was decreasingly attractive to staff of the Polytechnic who were maturing professionally. Had alternative models of practice been exhibited, support for the appointment of professional tutors by departments may have been greater. The title proposed for volunteers with staff development responsibilities in departments, professional tutor, was not destined to be successful in identifying the role positively and increasing support for its general adoption within the institution. Professional tutor was a title that had been appropriated legitimately from the James Report (Department of Education and Science 1972). However the James Report did not specifically address staff development in higher education and had it done so, it might well have recommended a different title and approach. The title, professional tutor, and the concept implied, was not popular, as discussion later showed when it was changed to staff tutor. Various negative interpretations were made of the former title. In the main, it suggested that academic staff were learners, who should defer to the

advice given to them by omnicompetent colleagues. As such, there was opposition to the title for the model of practice that it implied. A more extensive evaluation of the role of the professional tutors is made in chapter 15.

Educational Development Unit

Domination of staff development in the Polytechnic by the 'management' model, as shown by the 1974 paper (Appendix 9), was challenged by the new Assistant Director for Staff Development, promoted in 1977 from his former post as Head of Department of Business Studies and Finance. He was committed to improving teaching and learning within the institution through the 'partnership' model and to fulfil his ideas he initiated the formation of the Sub-Committee on the Development of Teaching and Learning Methods of which he was chair, which reported to the Staffing and Staff Development Committee and other related committees of the Academic Board. The Sub-Committee discussed various ideas at its meetings to improve teaching and learning methods and two main proposals emerged. They were for an educational development unit and for professional tutors in every department.

The aims identified for the educational development unit were threefold:

1) to promote good teaching and effective learning throughout the Polytechnic

2) subject to the approval of the Academic Board, to develop and operate a system of course evaluation

3) to promote research into teaching and learning in the Polytechnic

Of the three aims, the second, to develop and operate a system of course evaluation was controversial. It was advocated on the grounds that it was needed to enhance internal evaluation processes in order to satisfy the rigorous scrutiny of the CNAA. The aim was to be fulfilled by course evaluation panels composed of representatives of academic staff with a chair who was a member of the EDU staff. These panels would present reports in the form of 'critical appraisals', to boards of studies and other bodies involved in the internal evaluation process at time of resubmission of courses prior to external approval.

The proposal to give responsibility to the EDU for evaluation provoked strong opposition. The opposition was essentially to the threat of

control of course evaluation by outsiders. The strength of the opposition was sufficiently strong to secure the abandonment of the second aim. As a lesser intention for the EDU, it was proposed that wherever possible, it should involve professional tutors with its work, to which there was no objection.

In anticipation of the contraction of teacher training within the Polytechnic as a result of national policy, the Centre for Teacher Education and Training was approached as a possible source of staffing from redeployment. One member of staff who had been responsible for forming a highly regarded resource centre, specialising in audio-visual aids, was singled out as a possible director of the EDU. In a memorandum to the Assistant Director for Staff Development (Appendix 11) which was of significance for later educational development, the member of staff expounded his ideas for an EDU which included the establishment of learning skills centres, library and resource centres as well as co-operation with professional tutors. In his first and last ideas he echoed the Assistant Director for Staff Development, who had included them with individualised learning methods as the three main items on the agenda of the first meeting of the Sub-Committee on the Development of Teaching and Learning Methods. Further discussions centring on the Staffing and Staff Development Committee, led to principles and details being finally settled for the EDU and a paper was approved by the Academic Board (Appendix 12).

The paper destined the EDU for location on the main site of the Polytechnic, with the intention also to establish individual learning centres in libraries on different sites. Approval of the paper showed that the 'partnership' model was embraced by the institution more firmly than before and that an eclectic model of practice was expected. The EDU opened late in 1980, with the member of staff from the Centre for Teacher Education and Training who had shown interest, appointed as its director.

Staff Tutors

The proposal for a professional tutor in every department encountered considerable opposition during its passage through the channels of the Polytechnic. Early on in discussions, it was accepted that the title was open to misunderstanding and the term staff tutor was substituted as an improvement. After preliminary discussion, the Assistant Director for

Staff Development spelt out full details of the proposal for staff tutors in a paper to the Staffing and Staff Development Committee (Appendix 13). The paper supported the prescription-orientated and process-orientated models in its accent on advice, training and counselling responsibilities of the post, for which a substantial remission of hours was recommended. The paper showed a small recognition of an organisational change which was being implemented: the formation of faculties, which followed a Polytechnic decision of 1978. Thus as an alternative to departmental appointments, the possibility of faculty appointments was allowed. Even so, the thrust of the paper was for appointments by departments. The Assistant Director for Staff Development and the Sub-Committee sought to gain acceptance of the proposal through consultation with heads of departments and their staffs.

In reporting the views of staff collected from this consultation, the Assistant Director for Staff Development attempted to show support for the proposal in a paper (Appendix 14) but a close examination of the paper suggests that there was little enthusiasm and an underlying resistance to the idea. Indeed, the professional tutor in the Department of Business Studies and Finance in his recollection of the period (and as a member of the Sub-Committee) felt that there was little interest in the idea of staff tutors and much opposition to it (Beech, 1986).

An exemplification of the unreceptive response to the proposal for staff tutors was given in the report of its discussion, by the Department of Computer Studies and Mathematics (Appendix 15). Many objections and reservations were voiced about the idea, which only received the votes of 2 staff in support, out of the 10 in attendance.

I personally recall that at a meeting called to discuss the proposal for a staff tutor in the Department of Sociology and Applied Social Studies in 1979, near unanimous opposition was shown to the idea. For there was a fear that it was merely a device for the manipulation of staff by management.

The period of discussion of the staff tutor idea, was one in which important structural changes within the Polytechnic began to take place and which had an influence upon the outcome of the discussions.

Wider structural changes had been under consideration by the Polytechnic for some time and were approved by the Academic Board in 1978. The most

important of these, the creation of faculties, had been urged in principle by the CNAA in its visit in 1973 and reiterated in 1978. The transition to six faculties began in 1978 and had been preceded by prolonged examination of academic structure by a working party of the Academic Board appointed in 1975. The proposal for staff tutors was a late and somewhat marginal item to the debate and process of restructuring which had occupied the Polytechnic for some time.

Although the principle of staff tutors was agreed, it was agreement of a very minimal kind. Thus in the policy statement on staff development agreed by the Academic Board in 1980 (Appendix 16), few responsibilities were given to the staff tutor and the role was defined succinctly. Instead responsibilities for staff development were allocated to a multiplicity of agents, in which the EDU figured only slightly. In contrast, wide responsibilities were attributed to heads of departments whose role was described as 'crucial'. Essentially, the 1980 policy statement largely re-iterated the earlier policy statement of 1974 (Appendix 9) in its recognition of the 'shopfloor' model, its very modest support for the 'partnership' model and its strong support for the 'management' model.

The period from 1980 was one in which nearly all departments appointed staff tutors. At least in response to requests from the EDU, names were sent in and compiled in a list kept by the EDU (Appendix 1), on the instruction of the Assistant Director for Staff Development. Compliance nominally with staff tutor appointments rather than in spirit, was certainly true of some heads of department and clearly indicated in the communication sent by the Head of the Department of Visual Communication to the EDU (Appendix 17). Opposition to the idea of staff tutors had by no means ceased. Not only was there opposition of an overt kind, serious and thoughtful support for the role was not given everywhere. Thus in a retrospective comment on the role in 1987, the Dean of the Faculty of Engineering and Computer Technology reflected, "We did have them years ago. The one in Electrical was a waste of time. It's a non-job really. We gave the job to a guy who had nothing else to do" (Arthur, 1987).

The EDU director, had no great expectations of those persons nominated as staff tutors by heads of departments. Indeed as far as the relationship with the EDU was concerned, he saw them mainly in a "postbox role"

(Farmer, 1986). He made efforts to contact them all but found that it was difficult establishing a relationship with them (Farmer, 1986). Information was despatched to the staff tutors by the EDU, other contact being through facilities which were provided for all staff such as seminars and workshops.

The Assistant Director for Staff Development took no particular initiatives with respect to the staff tutors, for he took the view that staff development had to an extent been delegated to faculties. Certainly, the policy statement on staff development of 1980, ascribed to staff tutors a very peripheral role, which did not allow much support for them from the Directorate, other than recognition. Having formally recognised the staff tutor role in departments, and encouraged appointments throughout the institution, the Polytechnic centrally left the staff tutors and their departments to settle the details of the role. In post, the staff tutors shared some activities for which they were responsible, with variation amongst them too. A variety of models of practice prevailed. Of their organisational position in their departments, there was some variation also, in the duties delegated to them by heads of departments. There were differences between departments in the support given for the 'partnership' model. Arranging for the distribution of information about seminars, workshops and courses from the EDU was a common activity. Another activity which was shared by some, was the acquisition, and management of material resources. These resources varied considerably from a stock of substantial and sophisticated equipment in departments of the Faculty of Education and Teacher Training to more elementary materials, such as flannel graphs and magnetic boards in the Department of Electrical Engineering. In one department at least, Mathematics and Statistics, the product-orientated model was strong, for the staff tutor organised an embryonic resource centre through the accumulation of lecture handouts, exam papers and other documents of common interest to his colleagues. The supervision of new teachers in their probationary year and counselling of staff was a responsibility shared by some staff tutors whilst the organisation of seminars and similar events was a task which occupied the efforts of others. Thus the process-orientated and prescription-orientated models were practised.

In one department, the staff tutor initially vetted applications for secondment and attendance at courses before they were considered by the head of department.

In another department, the head valued the staff tutor enough to delegate the annual interview of some staff for the purposes of staff appraisal. However the staff tutor here was also the deputy head of department and it seems probable that the staff appraisal responsibility derived from being deputy head rather than staff tutor. This conclusion is supported by there being no evidence of staff appraisal responsibilities amongst any other staff tutors.

The relationship of the staff tutors to heads of department and their formal position in the department varied a lot. Thus in the Department of Mechanical and Production Engineering, the staff tutor had regular fortnightly meetings with his head. At the other extreme, in the Department of Foundation Studies the staff tutor had no meetings with the Head about his duties as staff tutor.

In some departments the problem-orientated model was upheld, with the staff tutor a leading figure if not chair, of a committee om teaching and learning methods.

In the Department of Mathematics and Statistics commitment to the 'partnership' model was made explicit in a paper on structure in which the role of the staff tutor was defined at some length. The paper was drafted by the Head of Department and circulated to staff (Appendix 18). By way of contrast, in the Department of Foundation Studies, as far as the staff tutor role existed, it was entirely without any formal recognition, obligations or responsibilities within the department. Staff tutors were given sufficient time to fulfil their obligations and were not dissatisfied with the time allowed although none were apparently given remission of hours which approximated to the recommendations of the paper, The Staff Tutor in the Polytechnic (Appendix 13). It seems that none had such significant responsibilities delegated to them by heads of department, as envisaged by the paper, that they required a half-time teaching time table. This pattern indicated less than wholehearted support for the 'partnership' model.

It appears to be the case that the title, staff tutor, was not common or widely used in departments because of the associations with the

prescription-orientated model that it shared with its predecessor, the professional tutor. Thus the term was not used in the Department of Mathematics and Statistics and the School of Architecture. In the latter department, the holder of the post was sure that the title had paternalistic connotations and he titled himself teaching and learning methods tutor instead. This was the custom in other departments too.
In general, the staff tutors felt that there was a useful role for them to perform. Although there was strong opposition from staff initially to the proposal, their later views about the role after it had become established throughout the Polytechnic is unknown, relevant evidence not being available.
Whatever responsibilities were entrusted to the staff tutors by heads of departments and whatever the relationships with colleagues, the role was fulfilled in isolation virtually, without the benefit of shared knowledge and understanding of alternative approaches to it.
I recall that as the staff tutor for the Department of Sociology and Applied Social Studies, I felt very isolated in the role and also very curious about what my peers did, indeed if there were any and how they sought to influence their departments. Because the Polytechnic centrally was inactive towards the staff tutors, as were the newly established faculties, there was no system available for exchange of information or mutual support. There was no supportive framework available to foster the growth and development of the role. Learning and improved performance in the role was by means of initiatives which the staff tutors took individually.
Although the EDU did little conspicuously to maintain, promote or encourage the role in the Polytechnic, I found from being a staff tutor, that the EDU director was always most positive and helpful in response to any overtures or requests made to him. Thus he made a sustained, significant and valuable contribution to a programme of seminars and workshops which I arranged for all staff in the Department. Other staff tutors also had a positive relationship with the EDU, even if it was restricted to a limited contact mainly over the distribution of information. In general therefore, a reactive rather than a proactive approach was taken by the EDU to upholding the extension of the 'partnership' model.

No reference was made to the staff tutors in information presented by the Polytechnic to the CNAA for its institutuonal review (Birmingham Polytechnic 1983) although their existence was acknowledged when the CNAA noted that "close links had been established with staff tutors in each department to ensure that the Educational Development Unit staff were using their time to best effect" (CNAA 1983 p.11).

Staff tutors were left to their own devices by the Polytechnic centrally, and the Assistant Director for Staff Development and EDU director became increasingly involved in the next phase of policy making within the Polytechnic which encompassed staff development along with all other aspects of the institution. Appointments of staff tutors by departments began to lapse and the EDU ceased to maintain a list of persons who had been specifically identified as staff tutors. Some departments continued to recognise the post but there was no longer any centrally directed effort even to maintain the role in departments, let alone develop it. Retrospectively, the EDU director commented on the staff tutors that "they withered on the vine" (Farmer, 1986).

A more extensive evaluation of the role of staff tutors will be made in chapter 15.

'The Polytechnic of the Future'

The next phase of staff development policy began in the Autumn of 1982 with a planning initiative directed towards all aspects of the Polytechnic. The impetus for the initiative was a continuing resource problem.

The Polytechnic from its beginning as an amalgamation of several distinctive colleges (to which more were added), had a problem of managing the available resources allocated to it, to meet all its needs. The inadequacy of resources was highlighted early on publicly by the Students' Union in two publications which graphically depicted the unenviable plight of consumers at the institution (Birmingham Polytechnic Students Union, no date; Birmingham Polytechnic Students Union 1975). The CNAA made known the deficiencies in resources in its Visit in 1973, in 1975 when Officers visited and again in 1978 when it commented that "The Polytechnic is still badly under-resourced", (Birmingham Polytechnic, 1979, p.1).

The Directorate of the Polytechnic was well aware of the problems it seems, (Allan, 1986) and the CNAA provided further stimulus to action and offered a helpful lever with the local education authority. To deal with the resource problem the Polytechnic embarked upon a plan for development for a five year period (Birmingham Polytechnic, 1980) but this effort in the words of two of its authors, "foundered through the inability of the LEA to provide a clear indication of future funding" (Allan and Richardson, 1984, p.2). That debacle was succeeded by continuing resource problems: "the Polytechnic was coping with the third successive reduction in its annual revenue budget, as well as preparing its response to a hypothetical cut of 10% in expenditure for 1984/85 postulated by the National Advisory Body" (Allan and Richardson, 1984 p.2). Out of this adverse context of inadequate resources emerged a plan to remedy the deficiency of resources and adapt the Polytechnic better for the future.
The catalyst to a period of intense policy making activity was the Polytechnic Planning Group, a small group of staff around the Deputy Director, which included the Assistant Director for Staff Development. The Group was an offshoot of the Planning and Resources Committee of the Academic Board. The Group set out to secure the adoption of a strategy by the Polytechnic, through carefully thought out tactics designed to be effective for that purpose (Allan and Richardson, 1984; Richardson, 1986). In thinking out tactics the Group was guided by some of the most expert literature on educational planning (Allan and Richardson, 1984 References). The first step was taken with a discussion paper titled, 'The Polytechnic of the Future' (Appendix 19) written by the Deputy Director and a directorate assistant, which was submitted initially to the Planning and Resources Committee and the wider Polytechnic later.
The paper was futuristic and idealistic in its perspective on society and education and advocated a number of important changes in direction for the Polytechnic for it to survive buoyantly. In general it proposed that the Polytechnic be more pro-active and the changes it advocated included "a radical reappraisal of current teaching and learning methods" (Appendix 19, p.6).
A conference was arranged for Spring 1983 to debate the paper and was carefully organised to secure maximum participation by all interests within the Polytechnic. The conference gave its support to the strategy

and set in motion subsequent debate and discussion by standing committees of the Academic Board and the faculty boards which developed the strategy further.

The goals of the strategy were idealistic and visionary from the start and that was the intention of its initiators, who sought to capture and influence opinion within the Polytechnic, as a means of determining a secure future for it. The strategy necessarily addressed issues of current and prospective educational methods and also suggested the need for important changes to be expedited in them.

Although idealism was an important element of the overall strategy, it was also the case that at least two of its initiators, (and perhaps more), thought there would be an answer to the basic problem of insufficient resources which had bedevilled the Polytechnic from its beginning. It is evident from their stated expectations that both the Assistant Director for Staff Development and the Deputy Director were of the view that through a shift in teaching methods, existing resources could be used more efficiently and effectively.

Thus the latter argued that, "A movement towards a more student-centred model would enable teachers to support more students" (Allan et al, 1984, p.7). His Directorial colleague equally argued for increased efficiency by teachers through the development of new learning materials as well as by larger classes and other changes in teaching methods (McEwen et al, 1984 Appendix 1).

The two members of the Directorate were also alert to the wider educational environment and the increasing pressures being applied to higher education as well as some of the possibilities for change which were being canvassed or experimented with more generally. As the Deputy Director put it, "Inside their institutions managers will face the difficulties of reducing numbers of staff of all kinds and higher workloads.....clear and positive incentives for innovation should be established" (Allan et al, 1984, p.10).

This period of planning initiated by the Polytechnic Planning Group included the Assistant Director for Staff Development and the EDU director as participants in those aspects of the strategy which were delineated as staff development and teaching and learning. On the occasion of the CNAA visit in Summer of 1983, support was given to them

for some of their ideas about changing teaching and learning methods by Professor John Cowan of Heriot Watt University (Burns, 1986). The ideas which they had promoted, implied support for student centred and resource based learning which indicated a shift away from lectures and seminars to use of new technologies for which considerable retraining of staff was required and which would be the responsibility of the faculties to arrange (Smith, 1985, Appendices 3 and 4). For both of them, the teacher would become more of a facilitator and manager of the learning environment and less of a tutor.

The endorsement given to change in teaching and learning methods by the conference, together with the CNAA support inspired the EDU director (with the encouragement of the Assistant Director for Staff Development) to make some firm proposals to expedite changes. In addition, he was enthused as a member of a Task Group on Teaching/Learning Methods which had been appointed by the Planning and Resources Committee, following the conference. The Group had been carrying out feasibility studies of alternative teaching methods, for which financial support had been given, and had in effect started in embryo. arrangements for innovation similar to Brighton Polytechnic's EDU Release Scheme. A paper was drafted in September 1983 (Appendix 20) by the EDU director, which proposed an EDU Release Scheme very similar to that of Brighton Polytechnic. As an experienced and knowledgeable staff developer, he was an admirer of the staff development approach at Brighton Polytechnic and had learned more about it since the decision had been made to appoint as a colleague, a former Course Resource Officer there, to a new post in the EDU from September 1983. Interestingly, the new member of EDU staff had left Brighton Polytechnic before the beginning of important changes in decentralised staff development which led to its abandonment.

No action seems to have been taken on the paper and it was succeeded by another one in November 1983 (Appendix 21) which was written by the EDU staff. This paper restated the proposal for an EDU Release Scheme and also proposed Faculty Student Learning Centres, for which additional technicians would be required. The paper was most immediately influenced by a visit made by the EDU director and others to the Learning Unit at Heriot Watt University. The visit had been instigated as part of a report commissioned by the Research Committee of the Academic Board into

new teaching and learning methods (McEwen et al 1984). More fundamentally the paper was also an expression of the educational ideas which the Assistant Director for Staff Development and EDU director had articulated when staff development was under review in 1978, prior the the EDU being formed. This paper was withdrawn and replaced by a paper from the Deputy Director (Appendix 22) which developed the ideas for Faculty Learning Centres further, by the integration of library and computer facilities. According to the Deputy Director, the papers by the EDU staff did not go far enough and he and the Assistant Director for Staff Development had a "shooting match" over it (Allan, 1986). He either felt that some of his authority was being usurped by the proposals endorsed by his colleague in the Directorate, or alternatively that Learning Centres as proposed were much too modest in scope and could encompass wider facilities. Approval was given ultimately by the Academic Board as part of support for the overall strategy. However, the Library was unwilling to participate in the Learning Centres without additional staffing resources.

Decentralised Staff Developers

In the next phase, discussion with faculties took place over the proposed Centres and although some doubts and opposition to minor aspects were expressed, there was broad approval. This was secured by the Assistant Director for Staff Development visiting faculties with the EDU director to get agreement.

In April 1984 in a further paper (Appendix 23), the EDU staff suggested that the Learning Centres in each faculty would require a member of the academic staff as a manager. They suggested a job specification which was titled Learning Projects Tutor and was oriented to assisting the EDU Release Scheme proposed earlier. This proposal for the appointment of decentralised staff developers to support a scheme modelled on Brighton Polytechnic's EDU Release Scheme was further refined in another paper in October. The scheme was now titled the Learning Projects Support Scheme and the paper in which it was proposed received the approval of the Learning Services Committee and the Academic Board.

The decentralised staff developers were proposed at quite a late stage in the development of 'The Polytechnic of the Future' strategy but were thought to be a necessary device to achieve some of the important

changes in staff practices upon which the strategy was dependent. The example of Brighton Polytechnic's Release Scheme offered the Polytechnic a very good model of a scheme designed to innovate teaching, for which staff developers at the faculty level in some form which approximated to the EDA's and CRO's were required. For without decentralised staff developers, it was not thought likely that the Learning Projects Support Scheme would succeed, nor indeed would Learning Centres become "the foci for teaching and learning development" (Appendix 23, p.14). Certainly the Polytechnic's structure was suited to emulate Brighton Polytechnic, as the faculties had now been fully established and were of organisational significance, albeit of recent origin. The proposal for decentralised staff developers responsible for the management of Learning Centres and the promotion of innovation in teaching was accepted as being without threat as was the new role to support the staff development aspects of the overall strategy for change.

The Assistant Director for Staff Development and EDU director used to the full the opportunity given to them, to change and enhance the arrangements for staff development through decentralisation. Both had subscribed to the principle of decentralised staff development, since before the EDU had been formed. With the help of the new EDU colleague's former experience at Brighton Polytechnic, they were able to develop details for the role of decentralised staff developers which suited the environment at Birmingham Polytechnic and which were accepted without major objection or opposition. For the appointment of decentralised staff developers was an integral part of the Polytechnic strategy, which had been debated and agreed, after all interests had been consulted.

Although some of the consensus about the overall strategy for the Polytechnic's future was broken publicly in Autumn 1984, when NATFHE campaigned against the strategy on grounds of job losses (Appendix 24), it did not extend its opposition either to the Learning Centres or the appointment of decentralised staff developers The reason for this, according to the NATFHE branch chairman was that the union was not against the improvement of teaching methods through change (Minikin 1986).

Deans of faculties were unhappy over the loss of half-time teaching posts for the appointment of decentralised staff developers, in addition to the

deletion of many teaching posts entailed by other aspects of the strategy. Nevertheless, they felt obliged to support agreed Polytechnic policy. The encouragement which was offered by the Assistant Director for Staff Development for so doing, was the prospect of improving the staff student ratios of their faculties, in keeping with the objectives of the strategy.

In the case of one faculty at least, Social Sciences and Arts, to secure the cooperation of the Dean, some funds were allocated by the Assistant Director for Staff Development, from an accessible budget, to provide for temporary teachers, and thereby compensate for the transfer of a half-time teaching post to a half-time decentralised staff developer post.

The small School of Music sought to obtain any available funds for the appointment of a decentralised staff developer. Without faculty status at the time, it was unsuccessful in the approach that it made to the Directorate.

With the encouragement of the Assistant Director for Staff Development, and pump priming funds from the Polytechnic centrally, Faculty Learning Centres were opened and the decentralised staff developers appointed to them at the pace and by the arrangements made by faculties. Thus by Autumn term 1985, nearly all Centres were open and decentralised staff developers in post. Arrangements to bring the decentralised staff developers together for common purposes were also instituted in the form of a Working Group on Teaching and Learning Methods, which reported to the new Development Committee of the Academic Board. So a new system of decentralised staff development began in Autumn 1985, for which there was no parallel in a higher education institution.

Conclusion

Early in the history of Birmingham Polytechnic, strong approval was given centrally, for the 'management' model, some support for the 'partnership' model in departments and recognition of the 'shopfloor' model. The 'partnership' model was effective in a limited number of departments because of opposition to the prescription-orientated model of practice with which it was associated. Subsequently, after a review of staff development, the 'partnership' model was adopted more firmly centrally, through the formation of an eclectic EDU. A proposal for revival of the 'partnership' model in departments encountered much opposition and was

given modest approval only, by the Polytechnic. The proposal when implemented by departments, was given a varied commitment. Similarly, the model of practice exhibited by the commitment, varied. Centralised support for the 'partnership' model extended to departments was largely reactive and lapsed before long. Centrally initiated activity for staff development was next pursued through participation in a comprehensive strategy for the future of the Polytechnic. Adoption of that strategy included acceptance of proposals for changes in the methodology of academic staff. The evolution of the proposals which followed led to the inauguration of a decentralised system of staff development based on faculties. Different aspects of the implementation of the decentralised system of staff development in its first two years are described in chapters 7 to 12.

CHAPTER SIX

THE INNOVATION OF DECENTRALISED STAFF DEVELOPMENT AT BIRMINGHAM POLYTECHNIC

Introduction

In this chapter, six theories advanced about innovation will be described and used to analyse the genesis of decentralised staff development at Birmingham Polytechnic which was reported in chapter 5. The theories selected are considered important and apposite either because reference is made to them by Hewton (1982) in his analysis of the role of the staff developer, (Berg and Ostergren 1977, 1979; Chin and Benne 1976; Havelock and Huberman 1978; Zaltman et al 1977) or because of the position that they occupy in the wider literature about staff development and innovation in higher education (Lindquist 1978; Rogers and Shoemaker 1971). The purpose of the analysis is to obtain an explanation for the successful and rare introduction of the decentralised variant of the 'partnership' model of staff development. The relevance of innovation theory to eclectic decentralised staff development is discussed in chapter 17.

Berg and Ostergren

Berg and Ostergren's theory of innovation processes derived from seven case studies of Swedish higher education, emphasises the innovation process as a political process within a social system. They owe their theoretical inspiration to Lewin's theory of force field analysis and so the central focus is upon conflicting forces seeking to support or restrain change. Four factors are identified as critical in determining the fate of an innovation:

Gain/loss

Ownership

Leadership

Power

Gain/loss refers to the advantages and disadvantages in many respects as perceived by all those affected by an innovation. It is a broad and multi-dimensional concept and its conspicuous manifestation is by security or stability as a gain and insecurity or instability as a loss. Gain/loss encapsulates the many and different interests which

are held by individuals, for example, ideology. These interests place individuals with driving or restraining forces.

Ownership refers to the commitment and participation which is prompted for an innovation. Those who have some responsibility for an innovation develop attitudes in its favour. There may be direct and indirect ownership.

Leadership is the initiation and promotion of political support for the innovation. It is associated with key figures who are belong to various groups. Differentiation of leadership exists through the categories of formal, primary, secondary and opposition leader.

Power is the mobilisation of force to secure the innovation. It may or may not be mobilised to influence the development of an innovation. Without superior force, an innovation may fail. Power is linked with all the other three factors which determine the fate of an innovation.

Berg and Ostergren also utilise the categorisation of the phases of the innovation process distinguished by Lewin:

unfreezing

moving

re-freezing

In the first phase, the possibility for change is created. In the second phase, there is disequilibrium as forces for and against contend for domination. In the third phase, a balance is created around a new equilibrium.

It is apparent that two key participants who promoted innovation at Birmingham Polytechnic were informed by the theory of innovation processes and refer explicitly to Berg and Ostergren (1979) in their account of events (Allan and Richardson, 1984). If the model of Berg and Ostergren (1977,1979) is applied to the Birmingham Polytechnic case study then the four factors become very evident in the events which led to the appointment of decentralised staff developers.

The proposal for decentralised staff developers was a concomitant of establishing Faculty Learning Centres and was received as a gain rather than a loss. The Learning Centres were accepted as bringing a concentration of new and additional resources. They were not seen as depriving any groups of staff, departments, or faculties, of existing arrangement which were held as beneficial. The emphasis of the

Learning Centres upon technological assistance was seen as advantageous by most staff, if not all. Those not in favour did not perceive the Learning Centres as detrimental in any particular way. It was logical therefore to accept the appointment of decentralised staff developers to manage and promote such Centres. Such appointments were not perceived as depriving or competing with any other interested parties. The appointment of decentralised staff developers was not considered as a danger or threat. The appointment was held to make more likely the promise offered by Learning Centres as offering staff a wide range of assistance for them to use if they wished. For the deans of the faculties or more specifically heads of departments, there was some loss of teaching staff, but the gain of maintaining the approval of the Directorate for supporting polytechnic strategy and the very real addition of pump priming funds from the Directorate more than outweighed any losses incurred.

Ownership was invoked in the adoption of decentralised staff developers at Birmingham Polytechnic through the strategy embarked upon by the Polytechnic Directorate which commenced with the discussions and consultations over 'The Polytechnic of the Future'. The strategy was designed to involve maximum participation of all staff. It succeeded in so doing. The various channels of the Polytechnic were occupied with the strategy over a long period. Towards the end of the period, the specific proposal for decentralised staff developers was made. After discussion in the Learning Services Committee and the Academic Board, the proposal for Learning Centres and their associated decentralised staff developers, was taken to faculties for their approval. Agreement to the principle, left the details of appointment largely in the hands of faculties or more specifically deans, so ownership of the innovation was put very much in the hands of those who were closest to it. Indeed it could be said that the ownership of the proposal for decentralised staff developers was increasingly engineered until it became a reality.

Leadership as a decisive factor in the adoption of decentralised staff developers was most apparent throughout the whole process at Birmingham Polytechnic. The seeds of the idea lay with the Assistant Director for Staff Development and the EDU director. They were the

primary leaders of the innovation. For the Assistant Director had from the earliest days of the Polytechnic been a keen advocate of the 'partnership' model of staff development, both at a departmental level, through the creation of the post of professional tutors, later retitled staff tutors and centrally through the creation of an EDU. With the EDU director, he also held a vision of resource centres dispersed throughout the Polytechnic.

When 'The Polytechnic of the Future' strategy was initiated, both the Assistant Director and EDU director played an important part in its unfolding. It was the EDU director who first proposed Learning Centres as an outcome of 'The Polytechnic of the Future' strategy. The idea found favour with the Deputy Director, who developed it a little further. He was also a driving figure behind 'The Polytechnic of the Future' strategy, from which Learning Centres emerged. Thus he must be recognised as a secondary leader. The actual proposal for decentralised staff developers and indeed the job specification for the post came from the academic staff of the EDU. The Deputy Director and Assistant Director endorsed the proposal and used their influence to ensure its adoption. Finally some formal leadership of the innovation was shown by the deans of six faculties who created the post within their faculties and made appointments. Interestingly, if there were any opposition leaders to the innovation, they were not at all conspicuous.

Power was most conspicuously shown during the innovation process on the part of the Directorate. For it was the efforts of the Directorate and those close to it which sought to obtain the support of the Polytechnic for 'The Polytechnic of the Future' strategy which culminated in the creation of Learning Centres and the appointment of decentralised staff developers. It is most clear that those around the Directorate made very careful plans to ensure that change was accepted by the Polytechnic as a whole. Power from the centre of the Polytechnic was exercised towards faculties when funds were given to them for the inception of Learning Centres and also when deans were reminded of the obligation to fulfil agreed polytechnic policy. Thus the use of power by those committed to the innovation of decentralised

staff developers was important in securing the institutionalisation of the innovation.

The three phases of the innovation process can be discerned at Birmingham Polytechnic. The phase of unfreezing is evident in the challenge made to the Polytechnic as a whole by the wide circulation of the futuristic discussion paper, 'The Polytechnic of the Future' and subsequent conference. The phase of moving occurred subsequent to the conference when a search was made of staff development initiatives. Re-freezing was demonstrated in the focus upon and approval engineered for, Learning Centres and their associated decentralised staff developers.

Overall, the model of innovation provided by Berg and Ostergren lends itself very aptly to Birmingham Polytechnic and explains why the proposal for decentralised staff developers succeeded. The proposal might well have failed, but the four factors identified by Berg and Ostergren as essential for the successful introduction of an innovation explain why it did not.

Chin and Benne

Chin and Benne (1976) classify all strategies for planned change of human behaviour into three broad categories within which there are specialised strategies. The classification is;

the empirical-rational strategy

the normative-re-educative strategy

the power-coercive strategy

The empirical-rational strategy assumes a high degree of rationality and self interest and thus sets out to convince people by rational means. Great stress is laid on the value of scientific research and development to produce ideas for change. That knowledge which has been acquired through well conceived research programmes can then be disseminated and put into practice in various and appropriate settings. Failures of this combined strategy for research and education are attributed to lack of research or insufficient effort to diffuse the results.

The normative-re-educative strategy assumes that the socio-cultural context that surround human beings is of great importance and that humans are actively involved in seeking to satisfy their needs. Thus

humans are guided in their actions by internalized meanings, habits and values. It therefore follows that in order bring about change, the normative-re-educative strategy involves the participation of people themselves in processes to recognise and resolve their problems. Norms and values are the target for change as well as the way that people relate to one another. An increase in the ability of people to solve problems and to develop self-knowledge is the central task in this strategy which may be achieved through such means as group dynamics, organisational development and action research. Chin and Benne (1976) imply greater success with the normative-re-educative strategy than with the other two.

The power-coercive strategy relies on the use of political, legal, economic or moral sanctions in the exercise of power. Thus those in authority use their power to secure the compliance of those in subordinate positions. Chin and Benne consider that there are risks of failure with this strategy for whilst it may legitimise change, practices which are the subject of change may remain untouched. They infer that the power-coercive strategy requires the normative-re-educative strategy for certainty of success.

Confirmation that conscious use was made of the three strategies for planned change at Birmingham Polytechnic is given in the account by two key participants (Allan and Richardson, 1984) who refer to Chin and Benne (1976). All three strategies can certainly be perceived in the unfolding of events at Birmingham Polytechnic.

The empirical-rational strategy is evident in the circulation of the discussion paper, 'The Polytechnic of the Future'. That strategy re-appears noticeably later, in the exploratory activities undertaken by the EDU in respect of staff development innovation and through the succession of proposals which culminated in Learning Centres with decentralised staff developers. Indeed the character of some of the proposals is congruent with the strand of thinking which Chin and Benne identify as utopian.

The normative-re-educative strategy was manifest in the activities promoted by the Polytechnic Planning Group, the most conspicuous of which was 'The Polytechnic of the Future' conference. The conference was an important event that was arranged to ensure the maximum

participation of all interests within the Polytechnic and to secure some changes on their part from addressing shared concerns.
The power-coercive strategy is most pronounced in the last phase of events immediately prior to the appointment of decentralised staff developers. Thus rewards were given to faculties through pump-priming funds for Learning Centres. Additionally, financial assistance was given for the appointment of at least one decentralised staff developer. Moral and political sanctions were also threatened explicitly in the encouragement given to deans to fulfil their obligation to agreed Polytechnic strategy.
It can be concluded that all three strategies were pursued at Birmingham Polytechnic. The proposal for decentralised staff developers succeeded because the weaknesses and risks of failure attendant upon the use of one strategy only, were nullified by the employment of a combined strategy.

Havelock and Huberman

Havelock and Huberman (1978) offer a classification of strategies for change which is not unlike that of Chin and Benne (1976) but more extended. For their study of the process of educational change in developing countries they distinguish five distinct strategies:
Participative problem solving
Open input
Power
Diffusion
Planned linkage
The participative problem solving strategy involves control by local people, responsiveness to their needs, and an emphasis on local resources and self-help. Open input strategy requires a broadly and flexibly designed process in which maximum use is made of all ideas and resources from inside and outside. The power strategy has a clear direction from above and uses laws, formal procedures, a chain of command and designated agents for technical assistance. The diffusion strategy makes maximum use of media and informal networks of opinion. The planned linkage strategy is characterised by careful planning, clear and realistic objectives, dialogue between all concerned and high sensitivity to the users actual situation.

Hewton (1982) observes that the classification made by Havelock and Huberman introduces to all the strategies which are identified, the dimension of control by insiders and outsiders. That combination of insider and outsider control distinguishes the classification made by Havelock and Huberman (1977) from the classification of strategies made by Chin and Benne (1976).

The participative problem solving strategy was pursued at Birmingham Polytechnic most noticeably through the organisation of 'The Polytechnic of the Future' conference. That conference contributed to later events out of which decentralised staff developers came to be appointed. However, the creation of the post in six faculties was a decision that was not truly an outcome of local control and problem solving by faculties. The faculties appointed decentralised staff developers largely to comply with the wishes of the Directorate, which was outside the faculty.

The strategy of open input was pursued to some extent at Birmingham Polytechnic in the early events which led to the introduction of decentralised staff developers. There was a willingness to consider ideas from various quarters, both within and without the Polytechnic. Intellectual resources were explored freely through both the conference and post-conference initiatives. However the resolution of the Directorate to introduce Learning Centres and decentralised staff developers to all six faculties was at variance with an open input strategy which would have allowed faculties more self-determination over decentralised staff development.

The power strategy was pursued at Birmingham Polytechnic through the leadership given by the Directorate for changes within the institution which ultimately led to the innovation of decentralised staff developers. Formal procedures characterised the strategy of the Directorate through the use of the Academic Board, the Learning Services Committee and faculty boards. The prominence of the EDU in events which led to the appointment of decentralised staff developers was through its role as a designated agent for technical assistance.

Diffusion as a strategy for change was not promoted at Birmingham Polytechnic. For the events which lead to the appointment of decentralised staff developers were not characterised significantly by

the mere transmission of opinion through media and informal networks. Other activities were much more significant.

Finally, the planned linkage strategy was pursued in the later but not the earlier events which led to the innovation of decentralised staff developers at Birmingham Polytechnic. Thus the detailed proposals made both for Learning Centres and decentralised staff developers were made by the EDU and subsequently the Directorate and based on outside developments and their application to the actual situation of faculties. There was considerable dialogue through various channels of the Polytechnic, to which faculties contributed, prior to the appointment of decentralised staff developers. Further co-operation from the faculties was secured by allowing the final arrangements both of Learning Centres and decentralised staff developers to be settled by them.

Therefore of the five strategies identified by Havelock and Huberman (1977), four were pursued prior to the introduction of decentralised staff developers at Birmingham Polytechnic. However, no single strategy dominated all the events which led to the innovation.

Lindquist

From several case studies of change attempts in higher education institutions in the United States and prior theory of planned change in complex organisations, Lindquist (1978) formulated his adaptive development model of innovation. The model synthesises separate models and strategies and is also associated with a strategy to promote educational change. Five factors are identified by the model as critical ingredients for success when change in practices is pursued in complex organisations. These factors are:

Linkage

Openness

Leadership

Ownership

Rewards

Linkage refers to those occasions which are arranged to cross formal organisational boundaries, when people are brought together and confronted with new ideas and information. Openness refers to the active seeking for new ideas and information beyond the primary group.

Leadership refers to an approach in which initiating, guiding, and involving is used to influence support for planned change. Ownership refers to the involvement and participation of others in the change. Rewards refers to the various material and psychic rewards which accrue for those involved in the change.

Lindquist (1978) concludes that successful planned change usually involves an adaptation of an external innovation rather than the invention of a new one.

Linkage at Birmingham Polytechnic was most apparent in the conference which was a significant stage in 'The Polytechnic of the Future' strategy. For it brought together academic staff from across the whole Polytechnic, breaking through the usual barriers and structures of courses, departments, and faculties. At the conference, study groups reported and information was exchanged over a whole range of issues, all of which had an important bearing on the future of the Polytechnic. Indeed the small group which paved the way for the conference, the Polytechnic Planning Group, and the Task Group which followed the conference were also expressions of the factor of linkage which ultimately led to the adoption of decentralised staff developers.

As far as openness is concerned, it was very much in evidence in the period which led upto the appointment of decentralised staff developers. The activities of the Polytechnic Planning Group and the conference which they promoted, as well as activities which followed the conference, particularly those which involved the EDU, were demonstrably explorations of various and alternative ideas which had real significance for staff development. Thus the EDU visit to Heriot Watt University, was one very specific example of the willingness to consider new ideas which was generated by 'The Polytechnic of the Future' strategy. There was during the period leading up to the adoption of decentralised staff developers by the institution, a serious and prolonged endeavour to search for ideas which were outside the immediately observable, or indeed the usual customs and practice of the institution.

Leadership was manifested very evidently in the whole period of activities which led up to the adoption of decentralised staff

developers. The Polytechnic Planning Group initially sought to steer debate and discussion towards the future and how the Polytechnic should prepare itself so that it would survive. In the period after the conference, leadership was exercised by the Directorate and EDU through activities and proposals, for which the involvement of the wider Polytechnic was secured. Latterly leadership was shown by the Directorate in steering the six faculties and deans towards the adoption of decentralised staff development.

Ownership of the innovation was evident throughout much of the period of events which led to the introduction of decentralised staff development. At first ownership was secured in a general way by the involvement of many academic staff with different interests, in plans for change. Later, ownership of the evolving proposals for decentralised staff development was maintained through representative bodies such as the Academic Board and Learning Services Committee. In the final stages of the innovation process, ownership of the proposal for decentralised staff development was skilfully transferred to faculties and deans.

Rewards were given during the innovation process through the funding that the Directorate gave for the inception of Learning Centres, the additional funding for a decentralised staff developer in one faculty at least, and the encouragement from the Directorate to the deans for their support of Polytechnic strategy.

Thus the five factors identified by Lindquist (1978) as crucial in determining the successful passage of an educational innovation, were present at Birmingham Polytechnic and explain why the proposal for decentralised staff developers came to be realised.

In its general character, the innovation at Birmingham Polytechnic exemplifies the model of adaptive development, for it was intrinsically an adaptation rather than a pure invention. More specifically, the introduction of decentralised staff developers was a synthesis of the example of the Learning Unit at Heriot-Watt University and the example of decentralisation within the EDU at Brighton Polytechnic. Adjustment was made of the synthesis for the particular circumstances of the Polytechnic.

Overall, the theoretical framework of adaptive development provides a complete and satisfactory explanation of the successful introduction of decentralised staff development at Birmingham Polytechnic.

Mathias and Rutherford (1983) attempt a synthesis of the models developed by Lindquist (1978) and Berg and Ostergren (1977,1979). Although they show considerable agreement between the two models so that a combined model is constructed and used for analysis of a case study, they also acknowledge that their attempt has been achieved "in a relatively superficial way" and "undoubtedly more theoretical work needs to be done" (p.54). Because of the tentative nature of the combined model, it has not been explained or used for analysis in this chapter. Thus although some similarities between the models of Lindquist (1978) and Berg and Ostergren (1977) are recognised, the integrity of both is respected by the chapter.

Rogers and Shoemaker

Rogers and Shoemaker (1971) propound a theory of innovation which reiterates the earlier theory postulated by Rogers (1962), with some modification. A synthesis of many studies of social change, the theory suggests that innovation is intrinsically a communication process in which new ideas are diffused between individuals.

Rogers and Shoemaker (1971) distinguish three main types of innovation decisions:

Optional decisions

Collective decisions

Authority decisions

Optional decisions are made by individuals regardless of the decisions of other members of the system. Collective decisions are decisions which individuals in the social system agree to make by consensus. Authority decisions are forced upon an individual by someone in a superordinate power position and they are characteristic of innovations which occur in formal organisations such as government bureaucracies, factories and schools.

The process of authority innovation-decisions is depicted as occurring in five stages:

Knowledge

Persuasion

Decision
Communication
Action

Two kinds of unit are involved in the successive stages of the process, the decision unit and the adoption unit. In the knowledge stage, the decision unit becomes aware and knowledgeable about new ideas. In the persuasion stage, the decision unit makes an evaluation of the ideas, including the feasibility of its use. In the decision stage, the decision unit makes a formal choice to adopt or reject the innovation. If the decision unit employs a participative approach, the adoption unit may he highly involved in the decision stage. In the communication stage, the decision unit communicates the message to the adoption unit. In the action stage, the adoption unit actually uses or introduces the innovation.

If the genesis of decentralised staff development at Birmingham Polytechnic is examined within the perspective of Rogers and Shoemaker (1971), then the authority innovation-decision is the apposite type of innovation process because of the nature of the Polytechnic as a formal organisation.

The knowledge stage was that period in which the EDU, at the behest of the Directorate, (the decision unit) visited Heriot-Watt University and learned about decentralised staff development at Brighton Polytechnic from Eastcott.

The persuasion stage occurred when the EDU began to make specific proposals to the Directorate for staff development initiatives of a decentralised character, which were accepted in principle.

The decision stage occurred when the Directorate of the Polytechnic actually committed itself to Learning Centres expressed through the proposals made by the deputy director. Subsequently, the proposal for Learning Centres was elaborated further by the EDU in its idea of decentralised staff developers. The approval of these proposals by the Learning Services Committee and Academic Board completed the decision stage.

The communication stage occurred when the Directorate encouraged the six faculties and deans (the adoption units) to appoint decentralised staff developers and establish Learning Centres.

The final stage of action completed the process when the six deans set about appointing individuals to the post of decentralised staff developer.

The analytic framework provided by Rogers and Shoemaker (1971) offers an understanding of the sequence of events or flow of communications, prior to the introduction of decentralised staff developers at Birmingham Polytechnic. Its delineation of the innovation process into several successive stages does seem to correspond with the events prior to the adoption of the innovation. Even so, the model of innovation suggested by Rogers and Shoemaker (1971) is not entirely satisfactory for the introduction of decentralised staff developers at Birmingham Polytechnic involved much more than the mere transmission of ideas between individuals, in several successive stages. More specifically, the model suggested by Rogers and Shoemaker (1971) does not accommodate the pursuit of a strategy for change by the Polytechnic and the subsequent varied and unpredictable activities and events of a social and political character, which flowed from that strategy.

Zaltman et al

From an extensive literature review, Zaltman et al (1977) describe models and strategies of educational change. They distinguish the models as descriptions or prescriptions of the general process of change and the strategies as the approach taken to "mediate appropriate change behaviour by relevant actors" (1977, p.73).

The models of change with only a few exceptions are categorised as fourfold broadly;

environmental (external)

organizational (internal)

internal and external

individual-oriented

Of these four categories, three are unsuitable for analysis of the Birmingham case study. It is only the category of organizational (internal models) which can be applied to the case study of Birmingham Polytechnic which is constituted by a historical and largely internal organisational focus.

The model of organizational (internal) change upon which Zaltman et al elaborate, distinguishes two basic change stages, with several sub-stages.

Initiation:

1. Knowledge-awareness
2. Attitude formation
3. Decision

Implementation:

1. Initial implementation
2. Continued-sustained implementation

Within the initiation stage, the knowledge sub-stage occurs when potential adopters learn of the existence of the innovation. The attitude formation stage occurs when members of the organizatiom form a positive or negative response to the innovation. The decision sub-stage involves action on the attitudes which were developed during the preceding sub-stage. In the implementation stage, a trial period of initial implementation of the innovation occurs. The sub-stage of continued-sustained implementation involves a permanent adoption of the innovation.

The process of innovation does not necessarily follow this linear sequence and is probably rather circular, say the authors. There are five organizational factors, complexity, formalization, centralization, interpersonal relations and dealing with conflict which influence the two stages. These factors can have either an inhibiting or facilitating effect.

When the model is applied to Birmingham Polytechnic, it becomes apparent that it does not explain the innovation process there. For the separate sub-stages and the sequence in which they occur, are not fully represented in the evolution of events.

Thus the knowledge sub-stage is evident in the exploration of decentralised staff development initiatives by the EDU but the attitude formation sub-stage preceded that during 'The Polytechnic of the Future' conference when positive attitudes were secured for innovation.

The decision sub-stage is evident in the support of the Directorate for Learning Centres and associated decentralised staff developers.

Even so, the implementation stage with its sub-stages of initial implementation and continued sustained implementation does not accord with events at Birmingham Polytechnic. For there was no trial of the innovation exemplified by appointment of a decentralised staff developer in one faculty only, with retention and extension to other faculties, later. In reality, the six faculties approved the principle of decentralised staff development and all deans made appointments at the behest of the Directorate.

Because the model in its sequence of several sub-stages is not apparent at Birmingham Polytechnic, it is considered unnecessary to apply the five organizational characteristics.

In sum therefore, the model of organizational (internal) change suggested by Zaltman et al does not offer a satisfactory explanation for the genesis of decentralised staff development at Birmingham Polytechnic.

In their perspective upon strategies for change, in which they focus upon the approach of the education planner to change, Zaltman et al refer to a threefold classification of innovation strategies which they name as power, manipulative and rational. Power strategies are based on the offer or application of rewards and punishments. Manipulation strategies involve a deliberate arranging of messages and/or aspects of the environment. Rational strategies involve transmitting high fidelity messages that justify change.

A congruence between the theoretical perspectives of Zaltman et al and Chin and Benne (1976) is evident and acknowledged by the former. For they cite Chin and Benne's power coercive, normative and empirical rational strategies as respective examples of their classification of power, manipulative and rational strategies. Given that a theoretical convergence of these strategies exists, it is considered unnecessary to make an analysis of Birmingham Polytechnic using the triple classification of Zaltman et al.

Conclusion

In this chapter, six major theories of innovation have been described and used to analyse the introduction of decentralised staff development at Birmingham Polytechnic. Berg and Ostergren's model of innovation processes, in which primacy is given to four decisive

factors and three stages, provides a complete and satisfactory explanation for the successful introduction. Each of the three strategies identified by Chin and Benne (and implicitly by Zaltman et al) was pursued in combination prior to the introduction. Four of the five strategies described by Havelock and Huberman were pursued prior to the introduction but the events were not dominated by any one of the four. Lindquist's adaptive development model provides another complete and satisfactory explanation for the introduction with reference to five critical ingredients. Rogers and Shoemaker's authority innovation-decision model appositely categorises five stages of the innovation process but fails to account fully for all events and for the success. Finally, the model identified by Zaltman et al is an inappropriate guide to the introduction. The overriding conclusion is that the successful introduction to Birmingham Polytechnic of decentralised staff development was an outcome of the pursuit of several strategies or factors, and not one alone, during the process of change.

CHAPTER SEVEN

THE ACTIVITIES OF THE DECENTRALISED STAFF DEVELOPERS

Introduction

The events leading to the adoption of decentralised staff development at Birmingham Polytechnic were described in chapter 5. In this chapter, an account is given of the activities of the decentralised staff developers in the initial period of approximately two years. Decentralised staff development in the subsequent period is described in chapter 13. The account begins with the appointment of the decentralised staff developers and their starting up. The activities that they promoted are identified as the acquisition and maintenance of equipment and materials, encouraging the use of these facilities, supervising the technician staff, promoting the Learning Projects Support Scheme, training, information dissemination and entrepreneurship. The experience of academic staff of these activities is reported in chapter 12. An evaluation is made of the practice of the decentralised staff developers in chapter 15 and of the extended 'partnership' model in chapter 16.

Appointment

The first occupants of the post of decentralised staff developer at Birmingham Polytechnic were chosen from a very recalcitrant staff. Yawning indifference best characterises the overall response from academic staff to the creation of the posts. In two faculties only was there a discernible suggestion of competition for the post. Thus in the Built Environment and in Business Studies and Law when appointment was made initially, there were two applicants each for the respective posts. The second decentralised staff developer in the Faculty of the Built Environment commented appositely for virtually all appointments when he said, "It was there for the taking. Nobody else wanted the job" (Gardiner, 1986). This perception was confirmed for the management side by the Dean of Art and Design who commented: "We identified the two people who were most willing to do that kind of work. It was not difficult because not many people wanted the job" (Price, 1987). There was no great stampede of applications for the six posts which were only open to internal applicants. Those who came to occupy the posts were effectively self-selected. Indeed in the Faculty of Arts and Social

Sciences, the post had been circulated to all staff for quite some time without response, before I applied successfully.

My application was made when I had overcome my principal reservation about the narrowness of the post, arising from its association with the product-orientated model. This association was indicated by the model job specification drafted by the EDU (Appendix 23). It defined the post primarily around the management of a resource centre, titled Learning Centre, which was within the product-orientated model of practice and secondarily around support of the Learning Projects Support Scheme which was within the problem-orientated model. Subsequently, those who occupied the post of decentralised staff developer mainly fulfilled the role within the model primarily prescribed for it.

Indeed, the attraction of the post to those who came to occupy it was mostly because of the product-orientated model that was implied. Those appointed as decentralised staff developers enjoyed and believed in the benefits of equipment and materials for teaching. Prior to their appointment, a number of them had demonstrated an interest in educational innovation through their initiation of small projects. I was fairly distinctive in my aspirations of fulfilling an eclectic model of practice.

Starting up

From the beginning of their appointments, the decentralised staff developers exemplified the product-orientated model of practice. For they were involved in the formation of Learning Centres, by negotiating the acquisition of accommodation, adaptation to make it suitable, and furnishing and stocking it with equipment. This initial task which occupied them, also gave them a baptism of the resistance to their role from their academic colleagues in their faculty. For the allocation of accommodation for a Faculty Learning Centre required the loss of accommodation by one or more departments. As a result, departments were reluctant to surrender their accommodation for purposes which extended beyond their boundaries. Thus the decentralised staff developers were initially associated with Learning Centres and accordingly identified by their academic colleagues as outsiders in this connection.

In the case of the Faculty of the Built Environment the first decentralised staff developer despite his best efforts, was unable to secure suitable accommodation for the Learning Centre during his nine

months in the post. Frustrated in fulfilling the primary obligations of the post he directed his efforts mainly to his own department and fulfilment of the problem-orientated model through promotion of the Learning Projects Support Scheme. The experience of that initial resistance from academic colleagues in his faculty to his primary task, undoubtedly contributed to his early departure from the post.
Subsequently when accommodation was identified as suitable for the Learning Centre, the second decentralised staff developer in that faculty, with the help of the technician, undertook many practical tasks to make the Centre fully operational without further delay. These tasks included the complete redecoration of the accommodation.
In the Faculty of Engineering and Computer Technology also, the decentralised staff developer made it his priority to acquire accommodation for the Learning Centre and then to make various practical arrangements to make the Centre operational. In the Faculty of Education and Teacher Training, some rearrangement of accommodation and facilities was supervised by the decentralised staff developer, to make more useful and accessible, the accommodation and equipment inherited from the faculty's former resource centre.
For the decentralised staff developer in the Faculty of Art and Design, accommodation and equipment were first priorities also, which involved some lengthy negotiation. In the Faculty of Business Studies and Law, a resource centre already established in one department, was transferred to more spacious accommodation to become the Learning Centre, largely before the decentralised staff developer took up his post. A re-location of the EDU yielded the accommodation and pre-empted resistance within the faculty to the loss of departmental accommodation. Inheriting a ready made Centre, the first decentralised staff developer did very little to start with (and indeed subsequently!)
Because the Dean of the Faculty of Arts and Social Sciences had been responsible for the formation of a Learning Centre prior to my appointment, my initiation into the role of decentralised staff developer was different to that of my peers. The resistance from academic colleagues to a new exponent of the 'partnership' model was similar although it took a slightly different form. My initial activity within the product-orientated model was spurred on by the comment of one

colleague who referred to the Learning Centre as a 'white elephant'. I resolved to promote the participation of academic colleagues in the Learning Centre. That participation, I hoped would enable an extension of the product-orientated model of practice with which I was starting, to a more eclectic model.

One of the events that I arranged early on for this purpose and at the instigation of my colleagues in the EDU, who wanted to see user groups for all Learning Centres, was a meeting to which all academic staff in the faculty were invited. An unexpected measure of support was shown to me at the meeting by the attendance of EDU colleagues. The meeting was held before students arrived for the start of term and I was not unduly disappointed by the attendance which although small, was good natured and interested. All departments of the faculty were represented save one. The main concern of the meeting focussed on the photocopier and rules for its use.

Subsequently all staff were invited to another meeting to discuss open learning with the colleague who managed the Open Learning Unit within the EDU. Only one colleague attended which was one more than attended yet a further meeting which I convened a week later for users of the Learning Centre.

I interpreted the two poorly attended meetings as firm evidence that my colleagues in the faculty were not ready to participate in faculty based initiatives in staff development which were characterised by the product-orientated model. I therefore decided to promote departmentally based activities which were more eclectic, with the prospect of faculty based activities later. I felt that I needed to build up a network of support in each department as a prerequisite to any successful faculty wide initiative in staff development. I needed to overcome my position as an outsider.

In contrast, none of the other decentralised staff developers initiated user group meetings for their Learning Centres or similar meetings, in the period of starting up, or subsequently.

In engaging in my new role, the Department of Sociology and Applied Social Studies provided me with a ready made base from which I could promote activity that was more eclectic through its teaching and learning working group. I had been associated with the group from the beginning

although not in the year prior to my appointment as a decentralised staff developer due to my absence on secondment. On my return, I found that the group seemed virtually moribund judging by the lack of any noticeable activity or outcomes from its meetings. I assumed leadership of the group with the encouragement of the Head of Department and took responsibility for convening the first of several meetings. Prior to those meetings and with the help of a colleague in the EDU, I arranged a half-day workshop for the Department on teaching and learning methods which I also chaired. It was attended by over half the staff and informal feedback suggested that it was successful in promoting relevant thought and activity.

As a separate initiative, I distributed a simple questionnaire to all my colleagues in the Department to ascertain their professional interests. Slightly less than a third completed and returned the questionnaire, which showed the strongest interest in experiential learning. Although it was useful for me to know, more importantly it was my first intervention as an insider and was a confidence giving exercise for me. I did not actually use the data collected for any immediate activity but it did act as a guide for arranging a one day workshop for my colleagues at the end of the academic year.

After making a start with my own Department, I formulated plans for intervention in the other three departments which constituted the Faculty of Arts and Social Sciences. I decided to obtain the approval of management for interventions taken with academic staff in departments of the faculty other than my own, and did so by introducing myself to the three other heads of departments. Subsequently my contact with them was very sparse other than with my own Head who tried to encourage me in various ways in my new post. The outcome of initiatives taken in the other departments is reported later in the chapter under the sub-headings of training and information dissemination.

As far as my peers were concerned, although none of them sought out heads of departments as a strategy in the way that I did, their contact was similarly sparse for the most part.

In the period of starting up as a decentralised staff developer it was both my expectation and hope that colleagues in my faculty would seek to consult me on a variety of matters of professional importance to them.

To accommodate confidentiality, I secured a room for myself in my Department to replace the one that I was used to sharing with a colleague. It turned out to be somewhat superfluous, for I was not sought out for confidential discussions by colleagues from the faculty either in the beginning or later on. Several colleagues did engage me in conversation over teaching and learning methods when I first occupied the post of decentralised staff developer, but they were those who were largely spatially and professionally close - members of the School of Sociological Studies. Other discussions about teaching and learning issues that ensued with colleagues, were very few indeed. They were largely initiated by me and without the need for confidentiality, they occurred in corridors and other public places.

After the starting up period in which the six Learning Centres were established, other activities were promoted by the decentralised staff developers which were still characteristic of the product-orientated model.

Acquisition and Maintenance of Equipment and Materials

Maintenance of equipment and materials and their accumulation was a responsibility which was held to be of the essence of their responsibilities by most staff developers. That was primarily what the job was about. This orientation towards physical resources was confirmed by the Report of the Library Teaching and Learning Working Group (Appendix 2 p.5). In fulfilling this responsibility, various amounts of administration were generated to obtain financial approval and actually arrange for the acquisition of the resources and their accessibility to staff and students.

The decentralised staff developer for the Faculty of Art and Design succinctly described his work: "My major role is as an initiator or facilitator of high technology within the faculty" (Harris, 1986). He proudly claimed in one conversation that he had spent £150,000 over 18 months. I felt able to accept this claim fairly easily because the equipment that he showed me, computers and computer graphics principally, was unquestionable evidence. Equally the decentralised staff developer for the Faculty of the Built Environment claimed (with less relish) to have spent £40,000 over two years. Two of the major items were sophisticated reprographic equipment.

The activity to which most decentralised staff developers attached importance was the accumulation of equipment and materials and a budget to support this ambition. There was a strong interest in the physical expression of educational technology as a worthwhile activity.
Thus for the decentralised staff developer in the Faculty of Education and Teacher Training, the meagre budget (in his view) allowed to his Faculty was a source of some dissatisfaction. For him, equipment and materials were clearly the important measure of the value of decentralised staff development. On one visit that I made to his Learning Centre he was able to show me a considerable stock of equipment which had accumulated over the years, in the previous resource centre of the Faculty. I was impressed at the wide range of facilities available but he maintained that the finance allocated by the Polytechnic for the replacement of equipment and the supply of materials such as photocopying was quite inadequate.
The overriding interest of my peers in physical resources was well indicated to me in the few visits that I made to their Learning Centres. On one occasion even with a technician on hand (whose competence was not in doubt), my peer in the Faculty of the Built Environment insisted on helping to remedy some difficulties over the use of the reprography equipment by a student. Similarly in the Faculty of Education and Teacher Training, I once observed a problem over a defective monitor being raised by a member of academic staff, which warranted the personal attention of the decentralised staff developer, although the technician was on hand with an apparent solution.
A recognition of the trivialisation arising from the management of physical resources which could envelop the role, was made by the second decentralised staff developer for the Faculty of Engineering and Computer Technology who told me that in the first week of occupying the post he was inundated with requests of a routine technical nature such as the replacement of bulbs for overhead projectors (Pugh, 1986). He succeeded in diverting most of these requests to the technician subsequently through despatching a memorandum to staff. In the Faculty of the Built Environment, the decentralised staff developer shared an awareness of the trivialisation when he identified his role as being a "super-technician", (Gardiner, 1986). In the Faculty of Education and Teacher Training also,

the decentralised staff developer in one casual conversation acknowledged that "most of my energies go into low level matters."

In exercising responsibility for equipment and materials there was considerable variation in the resources which the decentralised staff developers managed. Thus in the respective Faculties of Education and Teacher Training and Business Studies and Law, there was an inheritance of accommodation, equipment and materials from earlier resource centres. In the former faculty, there was a wide range of audio-visual equipment to be managed. In the latter faculty there was predomintly a substantial collection of printed materials.

In the other faculties the equipment and materials deposited in the Learning Centres was newly acquired and varied in its composition in accordance with the initiative of the decentralised staff developer and his success in securing the approval of his dean and faculty for funds. In the Faculty of Health and Social Sciences, I did little by way of acquiring equipment and materials because I did not feel that the physical resources were a priority. Additionally, the budget that the Dean was prepared to allow, permitted for little other than the costs of a free reprography service and some other consumable items to users. Uncommitted expenditure, I used mainly to obtain publications about educational methods and developments for consultation by staff. I relied to a great extent on the technician to guide me in thinking both about running costs of the Learning Centre and about the need and scope for additional physical resources. In paying lesser attention to the acquisition and maintenance of equipment and materials than my peers, I was aware that I was a deviant from the dominant model of staff development.

Encouraging the Use of these Facilities

Promoting use of the Learning Centres and its facilities by staff and students, was seen as a responsibility by the decentralised staff developers generally. Reliance on word of mouth and informal contacts served to achieve this coupled with written communications such as memorandums and posters.

In the Faculty of Business Studies and Law, a guide was produced to the services of the Centre under the direction of the second decentralised staff developer. He took much effort to consult colleagues informally

about the facilities of the Learning Centre, after a year in which his predecessor had taken little action and had been dismissed as a result (Nayar, 1986).

In the Faculty of the Built Environment, very occasional newsletters were distributed to all staff which listed new and existing services (Appendix 25).

In the Faculty of Health and Social Sciences, I arranged for the distribution of memoranda to colleagues and an inclusion of news about the Learning Centre in the Newsletter that I edited (Appendix 26).

In the Faculty of Art and Design, informal methods were used largely by the decentralised staff developer, for the facilities of the Learning Centre, (principally micro-computers and computer graphics) were in regular, if not intensive use by him and two of his colleagues for their teaching responsibilities.

In the Faculty of Engineering and Computer Technology, the first decentralised staff developer initiated an open week during which the usual restricted access to the Learning Centre was abandoned. He also organised a survey of student views to ascertain needs that the Learning Centre might satisfy. The second decentralised staff developer in that faculty displayed posters.

In general, all the decentralised staff developers engaged in discussion with colleagues informally about the operation and development of their Centres. Despite these various efforts to promote the use of facilities in the Learning Centres, participation by academic staff remained well below the expectations of the decentralised staff developers. I observed on the few visits I made to Learning Centres other than my own, that there were very few users there when I called. In the case of the Faculty of Art and Design, one of the rooms constituting the Learning Centre was stocked with micro-computers and was locked. In the case of the Faculty of Engineering and Computer Technology also, it was either locked or empty of users. The Faculty of Health and Social Sciences Learning Centre was often busy because it served as a social centre for librarian students who were close to the Centre for most of their classes, rather than from high use by academic staff.

As a result of the low take up, the decentralised staff developers were disappointed and frustrated. Their frustration was similar to that of

their peers in the Scottish Central Institutions observed by Ryan (1984). Indeed the experience was the same. A huge indifference to the role of educational consultant from the majority of academic staff.

The decentralised staff developers responded to the low use of the Learning Centres by academic staff in different ways. The decentralised staff developers in the Faculties of the Built Environment and Education made great efforts, successfully, to encourage student use. Thus both of them took it upon themselves to show classes of students and individual students the facilities available. In both of these Centres (as in Health and Social Sciences), the reprography equipment was a pivotal feature. However, their activity meant that both spent much of their time in very routine and mundane matters of technical assistance.

In the Faculty of Engineering and Computer Technology, the first decentralised staff developer disappointed with the lack of use of the Learning Centre, directed his energies to a separate commercial development, an open learning centre. He accounted for the experience thus: "Patience was needed to do the job. It was very frustrating. I did not relish the role of being a facilitator. I chose another approach, perhaps a cop out but it seemed to achieve more" (Kelly, H. 1986).

His successor also found that the resistance by staff and students to using the Learning Centre was so great that he questioned whether there really was a role for him to fulfil (Pugh, 1986). Instead he devoted his allocated but unused time to an experiential learning project devised in conjunction with the Learning from Experience Trust.

In the Faculty of Art and Design, the decentralised staff developer did little to overtly promote use of facilities in the Learning Centre but responded positively and informally to interest where it arose. Because most of the facilities were essential for his teaching and those of two colleagues, there was some certainty over their use and less pressure to seek use by colleagues generally.

Like my peers in the Faculty of Engineering and Computer Technology, I found that after the initial period in the post, when initiatives that I had taken to overtly encourage use of the Learning Centre had been exhausted to little effect, I re-directed my efforts developing an open learning study guide to a text book in my subject under the Learning Projects Support Scheme.

Supervising the Technician Staff

Each Learning Centre had one technician whose supervision was the responsibility of the relevant decentralised staff developer. A variation of this rule occurred in the Faculty of Business Studies and Law, where the decentralised staff developer had responsibility for the supervision of additional personnel. Several library assistants (inherited from the resource centre which had preceded the Learning Centre) arranged the deposit and retrieval of printed materials, for which they were accountable to the decentralised staff developer.

Very little supervision was actually involved as a survey of technicians conducted by the EDU in Spring 1987 showed. For the technicians claimed that most of their work came from staff in their respective faculties and that little actually came from the decentralised staff developer. My own experience with the technician for the Faculty of Health and Social Sciences bore that out. On taking up my post, I spent time with him establishing a positive relationship. Later, he became largely autonomous, with only slight supervision from me, to maintain and improve the internal arrangements of the Learning Centre.

For the most part, the work of the technicians did not need to involve the decentralised staff developers, for it was of a fairly routine nature and did not require much guidance. The monotonous nature of the work led to the technicians feeling bored and depressed. The survey that the EDU conducted by questionnaire (Appendix 27), confirmed that morale amongst the technicians was low.

They had been led to expect (particularly from the interview for their appointment conducted by the EDU) that demands on them would be made which would involve them in helping to produce learning materials. Commensurate demands on their skills and imagination were expected, creating much intrinsic interest from the work experienced. In fact very little happened to satisfy their expectations and the reality was that much of their time was taken up with trolley-pushing of video cassette recorders to classrooms and intervention with reprographic machines to ensure maximum functioning despite heavy and ill-judged use.

The technician in the Health and Social Sciences Learning Centre received very little work either through me or from my academic colleagues directly which was at all skilful or intrinsically interesting. Nor was

his experience unique amongst technicians. The decentralised staff developers were unable to offer the technicians work of a creative hue because academic colleagues consulted them little in their problem-orientated role in respect of the Learning Projects Support Scheme, for which technical assistance might be required.

Only one technician was satisfied with his job. It occurred in the Faculty of Art and Design where the decentralised staff developer assigned him to producing video recordings with academic staff. Mainly promotional recordings were made and the decentralised staff developer was little involved in the process. The technician escaped most of the routine and humdrum tasks characteristic of his peers in other Faculty Learning Centres because that work was already undertaken by technicians employed by departments of his Faculty.

Because the technicians were given little supervision by the decentralised staff developers, they experienced some confusion in deciding to whom they were directly accountable. For some it was the decentralised staff developer. For others it was the EDU. In one faculty, the confusion was so acute, that it led to a temporary period of stress and strain in the relationship between the decentralised staff developer and the technician. This occurred in the Faculty of Business Studies and Law, where the second decentralised staff developer soon after his appointment, asserted his responsibility for the technician (Nayar, 1986). His predecessor had largely failed to do so during his occupation of the post, so that the technician had been effectively accountable to the EDU.

The confusion experienced by the technicians was symptomatic of a more fundamental confusion of responsibilities within the 'partnership' model from its extension to faculties. A revision was made later of these responsibilities and is reported in chapter 13.

Promoting the Learning Projects Support Scheme

The Learning Projects Support Scheme was to a large extent the responsibility of the EDU. It had been initiated shortly before the appointment of the decentralised staff developers and continued to be administered, promoted and be decided upon, by the EDU. Academic staff approached the EDU direct about the Scheme.

The decentralised staff developers were expected to promote the Scheme (Appendix 23) thereby invoking the problem-orientated model of practice.

However the decentralised staff developers had no great aspirations of fulfilling the problem-orientated model of practice and so promotion of the Learning Projects Support Scheme was not a matter of great priority to them. Accordingly, there was little sustained effort made that was conspicuous in reporting, publicising or encouraging the adoption or emulation of successful projects.

Whilst all the decentralised staff developers supported some projects, the activity engendered was very slight. In consequence the problem-orientated model was little practised.

The example of the second decentralised staff developer in the Faculty of the Built Environment was perhaps typical. He made some effort to promote the Scheme shortly after his appointment. He achieved little success however, because of the resistance from his academic colleagues to his initiatives.

Even where projects were begun, they seemed to make few demands upon the decentralised staff developers. Thus in the Faculty of Health and Social Sciences, I helped a colleague make his application to the EDU. Although I offered further help to him on a non-directive basis, once his application was approved, he sought no further help from me. Academic staff who succeeded in obtaining material support for projects, seemed to prefer to manage them without the co-operation of a decentralised staff developer.

Overall therefore, the promotion of the Learning Projects Support Scheme was a minor activity for the decentralised staff developers.

Training

Training activities were not organised by the decentralised staff developers as a whole. Their commitment to the product-orientated model of practice largely excluded training activities and the organisation of such activities was a matter in which there was a personal lack of confidence. There was no aspirations or convictions held by the decentralised staff developers at large about training activities. They were not felt to be compatible with their principal responsibility for Learning Centres. Challenges were not received by the decentralised staff developers to change their perspective on training.

There were exceptions to this pattern, however.

The first decentralised staff developer in the Faculty of Business Studies and Law, encouraged by the EDU, arranged one seminar for colleagues that was very poorly attended and the decentralised staff developer in the Faculty of Education also arranged a few training activities for colleagues.

The major exception to the pattern of abstention from the organisation of training activities occurred in the Faculty of Health and Social Sciences. I was intent upon arranging training activities to fulfil the eclectic model of practice. I particularly felt that some reflection upon their practice by my colleagues would be of great value in promoting professional development. I decided to to deploy my efforts initially in the two departments of the Faculty in which I had exercised a teaching responsibility and from which I expected to benefit from being an insider.

In the Department of Sociology and Applied Social Studies, through leadership of the teaching and learning working group, I sought to achieve a redefinition of its purpose to an informal, self-helping forum, from the formal, apparently unproductive gathering that it had become during the previous year, whilst I was on leave of absence. The meetings grew smaller in attendance as the academic year wore on until I cancelled one meeting that had been arranged as a result of the many apologies for absence. More pressing organisational commitments of members accounted for the absenteeism. I decided that the group had collapsed and it was not opportune to persist supporting it. Its collapse, I inferred was an outcome of the failure to integrate the personal orientations of members with organisational needs

I determined to pursue another strategy instead for the Department and directed my efforts to organising a day workshop for academic staff. I consulted many colleagues and the EDU in order to work out a programme that would be appropriate to the interests of staff and secure their participation. In doing so I resumed the trainer role which I had performed as a staff tutor (Smith, 1985) and from which I hoped a counsellor role would emerge. A programme was circulated and in due course the workshop took place. Approximately half the staff in the Department attended and although I arranged no formal evaluation, informal consultation with participants including the Head of Department,

who took a keen interest as ever, suggested that it was a success. Subsequently I persuaded all who had made a presentation to the workship to write it up. After persistent but diplomatic badgering, I was able to arrange for all papers to be printed and distributed to staff in the Department (Appendix 28).

My attempts to involve the neighbouring Department of Government and Economics in training activities took the form of consultation individually with about half the staff in the Department over their interests in teaching and learning. I then invited them all to a meeting. Only six attended, but the outcome was for some specific training sessions. After further consultation, I arranged a lunchtime workshop with EDU colleagues on the theme of seminars, for which all staff were circulated. Only six attended again (a different six) and all expressed their satisfaction with the event.

Later on in the year, after I had canvassed opinion extensively in the Government Department again, I arranged another workshop at lunchtime on self-study materials with the support of EDU colleagues. I publicised the event throughout the Department and was disappointed by the small attendance. Another six colleagues attended only, although they all seemed to appreciate the event.

I adopted a different strategy for training activities with the two other departments of the Faculty with which I was totally unfamiliar and therefore an outsider.

In the case of the English Department I decided to introduce myself to the person identified by the Head of Department as the staff tutor to cultivate her interest and support. It became clear to me that I was regarded with suspicion by that Department for the staff tutor once assured of my good intentions expressed her relief that " I was not going to teach them how to teach". I attempted to maintain a liaison with her and succeeded in persuading her to co-operate with contributions to the newsletter that I had started. I made contact with one other member of staff in that Department who was associated with the other main section of the Department but did not persist in cultivating the relationship as the prospects of a fruitful outcome seemed fairly remote.

Later in the year, when the staff tutor told me that there was to be a workshop arranged by and for staff in the English Department on teaching

methods, I expressed my interest and offered to help or participate. She responded by letter on behalf of her colleagues a little later, (Appendix 29) inviting me to convey to the workshop through her, any useful ideas that I might have. I was very disappointed by the letter for it confirmed that I was still an outsider to the English Department despite my careful initiatives. I decided that no reply was the prudent response. I approached the Department of Librarianship with training activities in mind through a member of staff who had already shown interest in the facilities of the Learning Centre. I talked with her and persuaded her to contribute to the newsletter. Later, I succeeded in being invited to a departmental staff meeting where I outlined my eclectic conception of my role as a decentralised staff developer. The atmosphere was positive but shortly afterwards it became clear that the Department was destined to transfer to another faculty. I decided with regret, to take no further initiatives in this Department.

Simultaneously with the transfer of the Department of Librarianship out of the Faculty, the Department of Health Sciences was transferred into it from the Faculty of Engineering and Computer Technology. These changes were the result of some restructuring prompted by the new Polytechnic Director. Through the introduction that I initiated with the Head of Department of Health Sciences, I obtained an invitation to a departmental staff meeting. I outlined my role and there was real interest in my proposal for workshops. Indeed the meeting was very positive, even enthusiastic towards me. The occasion was one in which although an outsider, I was warmly received. Subsequently two academic colleagues came to see me from that Department, to introduce themselves as being interested in teaching and learning methods. One of them, I persuaded to contribute to the newsletter that I had started. Further training initiatives that I had in mind for this Department were abandoned by the termination of my appointment as decentralised staff developer, at the end of one academic year.

Information Dissemination

Some information was disseminated by the decentralised staff developers to their academic colleagues by means other than informal communication. In general, information that was disseminated by the decentralised staff developers was restricted to furtherance of the product-orientated model

of practice. In the Faculty of the Built Environment, a regular communication was established, in the form of a newsletter (Appendix 25). The newsletter provided information about the facilities of the Learning Centre. Other general communications to academic staff from the decentralised staff developers such as a guide to the Learning Centre in the Faculty of Business Studies and Law (Appendix 30) and a memorandum in the Faculty of Education (Appendix 31) were similar in their scope. In the Faculty of Health and Social Sciences, information that was disseminated was different to that of the other five faculties. For I initiated and edited a newsletter for as long as I was a decentralised staff developer, in furtherance of the eclectic model of practice.

I was encouraged to proceed with the newsletter by the absence of any regular medium of information about teaching and learning matters, within the Polytechnic. I felt that there was a need for a forum to make more public, aspects of professional practice within the Polytechnic and thereby facilitate changes.

The three editions of the newsletter that I produced with the assistance of the technician (Appendix 26), included some information about the Learning Centre and its facilities but more importantly put the emphasis on colleagues reporting some aspect of their teaching and learning activities which they felt was worthwhile and would be of interest to others. This editorial policy was intended to promote exchanges between academic staff over teaching and learning outside the more formalised and bureaucratic channels of boards of studies and similar meetings. From reflection on professional practice, I hoped to generate change by my colleagues, which they judged necessary.

The newsletter also provided me with another means of assistance as an outsider in relation to most of the academic staff in the Faculty. For I was able to offer a non-threatening reason to approach colleagues to whom I was a virtual stranger, in order to seek their co-operation as contributors to the newsletter. In making relationships of this kind, I began to build up a network of contacts. Nevertheless, the newsletter became a casualty of the termination of the post of decentralised staff developer in the Faculty of Health and Social Sciences.

Entrepreneurship

A very small proportion of the time of the decentralised staff developers was spent on entrepreneurial activity. In the Faculty of Art and Design, the decentralised staff developer's purchase of high technology equipment extended to a public relations role out of which a training course was arranged for an outside firm which secured substantial earnings for the Faculty (Harris, 1987). Similarly, in the Faculty of Engineering and Computer Technology, the efforts of the first decentralised staff developer were directed towards the opening of an open learning centre for commercial users. The centre opened after the decentralised staff developer relinquished the post to become its manager and thus more wholly devoted to commercial activities. These activities were indicative of an entrepreneurial model. An evaluation is made of the entrepreneurial model in chapter 15.

Conclusion

Decentralised staff developers at Birmingham Polytechnic were expected to fulfil primarily, the product-orientated model of practice and secondarily the problem-orientated model of practice. Those appointed to the posts in general, fulfilled the former model through their formation of Learning Centres, obtaining equipment and materials for them, promoting their use by academic staff, supervising the technicians within them and disseminating information. The problem-orientated model in the form of support for the Learning Projects Support Scheme was much less practised. In one faculty only, an eclectic model of practice was pursued.

CHAPTER EIGHT

THE DEANS AND DECENTRALISED STAFF DEVELOPMENT

Introduction

In chapter 3, the agreement of the deans at Birmingham Polytechnic to the introduction of decentralised staff development was described. In this chapter, a description is given of the influence exercised by the deans of the faculties upon decentralised staff development in the initial three years. The description includes the approach of the deans to appointments to the post, their expectations of the post, and their management of the post. The relationship between the deans and the EDU is described in chapter 10. Later changes made in decentralised staff development to which the deans were party, are described in chapter 13.

Appointment

Although all the deans of the six faculties in Birmingham Polytechnic made appointments to the post of decentralised staff developer before September 1985, their support for the 'partnership model' was modest. The deans were obliged to make appointments in accordance with 'The Polytechnic of the Future' strategy. An incentive to them doing so was the prospect of improving the staff student ratio of the faculty in the eyes of the Directorate. By appointing a decentralised staff developer it was possible to help reduce overstaffing, at least on paper. A reduction of overstaffing was an important Polytechnic objective within overall strategy at this time. A memorandum from the Directorate communicated this message to deans, albeit in subtle form (Appendix 36).

Accordingly, deans decided to make appointment to the posts in their faculties after consultation with their heads of departments. Such consultation was necessary for the member of staff appointed to the post would cease to be wholly accountable to one head of department. It was also required for most of the deans so that they could learn from heads of departments of staff interested in the post. After informal consultation, appointments were made.

In the case of one faculty, Education, the Dean merely confirmed in post as decentralised staff developer, the individual who had been responsible for managing the faculty's existing resource centre for

some years. For him there was no question of there being any other candidate.

After appointments had been made, the deans' modest support for the 'partnership' model was shown in the formal organisation of the faculties over which they had considerable influence.

Thus when the deans held regular meetings with their heads of departments and principal administrator for the faculty, the decentralised staff developer was not invited. In one faculty only, the Built Environment, was the decentralised staff developer invited to attend these meetings part of the time and that was the outcome of his request.

In the same faculty, the Dean's support for the 'partnership' model was manifested through membership of the faculty board by the decentralised staff developer. Deans in the other five faculties did not make the same arrangement, although the decentralised staff developer was usually included as a member of an appropriate sub-committee of the board. However, in none of these sub-committees did the dean seek to have the leading position of chair occupied by the decentralised staff developer. In one faculty, Engineering and Computer Technology, the sub-committee was dissolved after a time, as part of a general streamlining of committees determined by the Dean, with a corresponding diminution of formal recognition for the second decentralised staff developer.

Appointments made to the post in several faculties were transitory, perhaps another indication of the modest support of the deans for the 'partnership' model. In the Faculty of the Built Environment, the first decentralised staff developer was in post for only nine months. In the Faculty of Engineering and Computer Technology, the first three years saw a new appointment each year. In the Faculty of Business Studies and Law, the first appointment made lasted only for a year. In the Faculty of Health and Social Sciences, the first appointment made lasted for one year and then the post was terminated. In two faculties only, Education and Art and Design, the appointments made lasted three years. Even so, in the Faculty of Art and Design, initially two appointments were made which recognised the two main sites of the Faculty. With the early retirement of one of the

appointments on the lesser site after one year, the post was allowed to lapse. Such a high turnover of the occupants of the post suggest a fairly casual approach by deans to appointment and contrast with the stability which characterised the posts of heads of department within faculties during the same period.

The modest support of the deans for the 'partnership' model was further demonstrated by the appointment of two new deans in April 1986, from conferment of faculty status upon the School of Music and the creation of a Faculty of Computing and Information Studies. The Head of the School of Music designated his deputy as a decentralised staff developer in 1985. The post was largely nominal and even before the Head became a dean, it was allowed to lapse. The new Dean of the Faculty of Computing and Information Studies expressed his support for appointment of a decentralised staff developer to his faculty but claimed that various practical considerations restrained him (Hayward, 1987). Thus the deans of two new faculties of the Polytechnic did not choose to make appointments of decentralised staff developers as their peers had done.

Expectations

The expectations held by the six deans of the decentralised staff developers were sceptical and of a limited nature. In general, the deans initially had little conviction about the value of a decentralised staff developer appointment in their faculties although they became a little more positive later.

Thus the Dean of the Faculty of the Built Environment admitted, "I was a bit suspicious of the faculty learning project tutor role at first", (Collier, 1987). Equally, the Dean of the Faculty of Business Studies and Law commented, " I make no assumption that the faculty learning tutor is either worthwhile, or valid a post at this stage" (Ball, 1987).

The most explicit doubt about decentralised staff developers was expressed by the Dean of the Faculty of Art and Design who said, "I'll be quite frank. I did not agree with the idea of a faculty learning projects tutor. I did not think it was the way. I agree something needs to be done... The last thing that I would want is some kind of inspector general" (Price, 1987).

In general, the deans were not wholeheartedly convinced of the value of the 'partnership' model being applied in their faculties. They hoped that some improvement in teaching and learning might accrue from the decentralised staff developers but were fairly neutral in their expectation of it happening and how it might be secured.

As far as the activities of the decentralised staff developers were concerned the deans had no very strong or clear views about what they should do to make an effective contribution to improving teaching and learning. The most conspicuous expression of that lack of clarity was articulated by the Dean of the Faculty of Engineering and Computer Technology who responded to a question about the role by commenting, "Terrible, I don't have a clue. The role has to be negotiated. You write your own job specification. I feel embarrassed about that faculty learning thing. I must do something about it" (Arthur, 1987).

The activities of the decentralised staff developers were not the most urgent item on the busy and never diminishing agenda of the deans. For the most part, they did not receive pressure from any other quarter either to make the decentralised staff developers activities more of a priority or to change those activities.

Without firm or clear expectations of the role of the decentralised staff developers, the deans were guided by the model job specification drafted by the EDU (Appendix 23), and conceived of the responsibilities as being mainly the acquisition and maintenance of equipment and materials. As such, the deans espoused the product-orientated model of staff development. They expected the activities promoted by the decentralised staff developers to be congruent with that model and supported them in the endeavour.

Indeed, in the Faculty of Business Studies and Law, the Dean dismissed the first decentralised staff developer from the post specifically on the grounds of his failure to maintain the usefulness of the Learning Centre and as a response to complaints from some staff about this failure. Of his successor he made his expectations concerning the product oriented model absolutely clear, "I have encouraged the faculty learning projects tutor to make sure the physical resource is tidy and presentable" (Ball, 1987).

All the deans were aware of the scope for changes in teaching and learning methods but were also alert to the resistance of staff to making changes. They were fearful of interventions which would upset staff and harden resistance. So the build up of equipment and materials in Learning Centres was considered a suitable strategy for decentralised staff developers because of its non-threatening nature. All the deans were willing to encourage efforts by the decentralised staff developers directed towards the accumulation of materials and equipment in Learning Centres. For they had some hopes that by the accretion of materials and equipment in a Learning Centre, changes in teaching and learning methods might follow, if not in a direct way. Thus the activities of the decentralised staff developers with respect to the promotion of Learning Centres were perceived as achieving potential benefits. This optimistic albeit latent hope was expressed by one dean when he commented " The faculty learning projects tutor is an important source of change. We must develop new methods" (Collier, 1987). The hopes pinned on the Learning Centres were articulated further by the Dean of Business Studies and Law who expected a dialogue to be generated between the decentralised staff developers and course directors leading to the accumulation of appropriate facilities for teaching and learning.

Management

The deans were effectively responsible for the decentralised staff developers. Through fairly regular meetings, they managed the activities of the decentralised staff developers. At these meetings the deans heard proposals from the decentralised staff developers and gave and withheld approval for expenditure on materials and equipment. Approval for proposals made by the decentralised staff developers was not always forthcoming. For the budget for a Learning Centre and its activities diminished the budgets for departments. Thus the stronger the financial support given to the activities of the decentralised staff developers by the deans, the more friction that could be generated by the deans with their heads of departments, whose concern was to protect and maximise their financial allocation.

In the case of the Faculty of Engineering and Computer Technology, the Dean was most reluctant to allocate any funds to the decentralised

staff developer in the first year. Consequently he was subject to much attention from the latter in an effort to persuade him otherwise. In the Faculty of Health and Social Sciences, I sought to obtain the approval of the Dean for expenditure from some additional finance that was to be allocated to the Faculty. My intention was to improve the furnishings and other facilities within the Learning Centre. The Dean gave a negative response to the request, citing as his reason, the agreement that he had made with his heads of departments over the allocation of additional funds.

In other faculties, the Built Environment and Art and Design, the Deans were more willing to commit substantial expenditure to proposals for Learning Centres made by their decentralised staff developers. Close consultation made with heads of departments by the Deans was instrumental in permitting this development.

To a large extent the deans relied on the leadership of the decentralised staff developers and their initiatives for an interpretation of the post. On the whole there was a convergence in the perspectives of both which affirmed activities centred around the Learning Centres and their establishment, maintenance and development. The deans gave primacy of support to the product-orientated model of staff development and varied responses to the exhibition of other models of staff development.

Thus in the Faculty of Education, the decentralised staff developer encountered opposition from his Dean to proposals for activities which extended beyond the Learning Centre (Appendix 32). Specifically the Dean was unwilling to support his training proposals to educate staff about open learning (Appendix 33). The decentralised staff developer in this Faculty was firmly of the view that the Dean generally discouraged or did not support any initiatives which exceeded the basic maintenance of materials and equipment in the Learning Centre (Kelly, T. 1986). Thus a more eclectic model of staff development was not supported by the Dean in this Faculty.

Nevertheless the deans response to models of staff development which were alternatives to the product-orientated model was not uniformly hostile.

In the Faculty of the Built Environment, the Dean wanted the decentralised staff developer to secure co-operation with another organisational unit of the faculty over research and consultancy in order to generate income and prestige: "We could run classy courses using video etc", he said, (Collier, 1987). To encourage such co-operation he had some physical alterations made to the Learning Centre to make co-operative enterprise likely.

In the Faculty of Engineering and Computer Technology, the first decentralised staff developer put much effort into organising a self-financing open learning centre, of which he became the director. The Dean was supportive of these activities because they added to the resources and prestige of the Faculty. Ultimately, he agreed to the decentralised staff developer relinquishing his post to become its director.

In the Faculty of Art and Design, the Dean was also enthusiastic about the entrepreneurial activities promoted by the decentralised staff developer. Specifically, the decentralised staff developer had been responsible for the purchase of some equipment from a commercial organisation and the organisation had reciprocated by sending some of its employees to the Faculty for training. Thus the Dean was appreciative of the decentralised staff developer's successful links with industry for they "brought business and kudos in" (Price, 1987). Thus an entrepreneurial model of staff development was warmly supported by three of the six deans.

In the Faculty of Health and Social Sciences, the Dean showed apparent hostility to an early initiative that I took which exemplified the eclectic model that I supported. I drafted a paper (Appendix 34) proposing changes in the way that promotion was made so that an effective assessment of teaching performance was included in the process. My aim was to create an incentive for professional improvement. The Dean opposed the paper initially. Because there were no promotions available at the time, he did not think that the proposal was propitious for it might raise expectations that could not be fulfilled. Instead he made alternative suggestions. I felt that my integrity as an eclectic exponent of the 'partnership' model was in question and so wrote a memorandum to him to assert my independence

(Appendix 35). Subsequently after further discussions and some delay, the paper that I had drafted was accepted by the Dean. However, it was later ignored and no action taken on it.

Later, it became clear that the Dean was generally supportive of the eclective model being practised.

Thus he agreed to expenditure for activities such as training and a newsletter and I experienced no impediments from him to way that I wanted to fulfil the role. He maintained a perception of the post as being more than just responsibility for material resources, "The role is primarily an educational one ... there needs to be an educational process about teaching and learning" (McArdle, 1987).

Conclusion

The deans of the faculties made appointments of decentralised staff developers without strong commitment to the 'partnership' model. Their expectation of the post was slight and their management of the post affirmed support largely but not exclusively for the product-orientated model of staff development.

CHAPTER NINE

THE FACULTIES AND DECENTRALISED STAFF DEVELOPMENT

Introduction

In chapter 5, the agreement of the faculties to decentralised staff development at Birmingham Polytechnic was described. In this chapter, the relationship of the faculties to decentralised staff development in the first two years is described. It includes formal and informal organisation, departmental material resources and departmental loyalties. Later changes made in decentralised staff development which had implications for faculties, are described in chapter 13.

Formal Organisation

The relationship of the six faculties to the new post of decentralised staff developer was conducted at a formal organisational level through a sub-committee, of which the decentralised staff developer became a member. These sub-committees had been established prior to the appointment of the decentralised staff developers and had varied terms of reference. Generally, their brief was wider than that of the decentralised staff developer and included such matters as computer services, library issues, reseach matters, staffing and staff development. As standing committees, usually meeting termly and reporting formally to faculty boards, the sub-committees had the responsibility of monitoring assorted services and activities (which were grouped together to some extent for administrative convenience) and thereby maintaining some control and accountability on behalf of faculties.

The sub-committees gave approval to the work of the decentralised staff developers and offered a limited forum for them to report issues and problems which arose from the management of the Learning Centres. Because they were generally concerned with the maintenance of services and approval of expenditure upon them, they were supportive of the product-orientated model of staff development rather than any other models.

Admission to membership of the sub-committees for the decentralised staff developers, demonstrated support for the 'partnership' model by the formal organisation of faculties. However that support was shown to be modest in most of the faculties.

Thus in the Faculty of Health and Social Sciences, I was included as a member of the Research, Staff Development and Learning Resources Committee. For the first meeting that I was eligible to attend, I received no invitation as a result of an administrative oversight. At the second meeting, I succeeded in securing approval for a review of procedure for promotion, to take more account of teaching performance (Appendix 34). Had I not lobbied several members of the Committee prior to the meeting, to organise support for my proposal, I very much doubt that support would have been forthcoming for my initiative. Restructuring of the Faculty of Health and Social Sciences led to a revision of sub-committees of the faculty board and there was a delay before they met again. When the next meeting of the sub-committee of which I was a member was convened, it had been re-titled, the Research, Consultancy and Staff Development Committee. The post of decentralised staff developer had been abolished in the meantime, and so I was not invited to its meetings. The proposal that had been approved for a review of promotion procedure, to take more account of teaching performance, was completely ignored as the minutes of the meeting showed. Nothing more was heard about the proposal.

In the Faculties of Engineering and Computer Technology and in the Faculty of the Built Environment respectively, the sub-committee of the faculty board of which the decentralised staff developer was a member, was dissolved to achieve administrative streamlining sought by the respective deans.

In the Faculty of Business Studies and Law, the relevant sub-committee was virtuallly moribund for a year, in common with other sub-committees, after which it was revived and restructured into several groups.

In the Faculty of Art and Design, the decentralised staff developer was a member of the Sub-Committee on Learning Services which was later re-titled Working Group. He was not however a member of the Research and Staff Development Sub-Committee.

In the Faculty of Education, the decentralised staff developer remained a member of the sub-committee of which he had been a member for some time, prior to becoming the decentralised staff developer.

In one faculty alone, the Built Environment, strong support for the 'partnership' model was shown by the inclusion of the decentralised staff developer as a member of the faculty board. Whilst the second decentralised staff developer involved was fairly non-committal about the benefit of such membership for the discharge of his responsibilities, (Gardiner, 1986), it did provide a channel of influence for him, as well upholding the value and importance of the post within the formal organisation of the faculty.
On one notable occasion, he used his membership of the faculty board with some success when he obtained partial approval to his proposals for the facilities of the Learning Centre (Appendix 37).
None of the other decentralised staff developers enjoyed the same position in the formal organisation of their faculty as their peer in the Faculty of the Built Environment.
The inclusion of decentralised staff developers in the formal organisation of their faculties through membership of sub-committees of faculty boards and a faculty board itself in one case, did not extend to other parts of the formal organisation. Thus schools of studies (where they existed) and boards of studies did not seek out or invite, other than in a very few cases indeed, the decentralised staff developer to their meetings, either to obtain information from him or for any other purpose. Those few meetings of boards of studies or schools of studies which were attended by the decentralised staff developer, were generally those of which he was already a member through his part-time teaching duties. His attendance at them was in his capacity as a teaching colleague rather than as a decentralised staff developer. Additionally, these formal meetings to which the decentralised staff developer was invited tended to be in one department only, rather than the several which constituted a faculty.
The formal relationship of the faculties to the decentralised staff developers was neutral and distant. The faculties treated the decentralised staff developers largely as outsiders. The experience of the decentralised staff developer for the Faculty of Business Studies and Law which was recorded in his terminal report to the faculty after a year in the post, captured the essence of this relationship: "I have been left very much on my own as Learning

Projects Tutor in the last year. Therefore this report is a personal statement" (Appendix 41 p.1). To a large extent this experience was also true for decentralised staff developers in the other five faculties. They too were largely left to their own devices, for faculties formally, expected little from them.

In one final aspect of formal organisation, the decentralised staff developers were excluded. The annual staff development interviews which were conducted by heads of departments (Appendix 16 p.6) were undertaken without any consultation or referral to the decentralised staff developers over the improvement of teaching and learning methods or any other matters of professional development. The interviews were conducted exclusively within the 'management' model.

Informal Organisation

One important link between the formal and informal organisation existed in all faculties through the management team meetings which were regularly convened by deans and attended by heads of departments and principal administrators. They excluded the decentralised staff developer other than in one faculty.

In the Faculty of the Built Environment, the decentralised staff developer was able to report or make proposals at these meetings to heads of departments who were able to satisfy themselves about their value, prior to making any formal commitments. Through being a member of these regular but informal meetings, the decentralised staff developer become known to the Dean and heads of departments and a degree of mutual trust was developed. That relationship assisted his participation in the formal organisation at meetings of the faculty board. For it facilitated his success in obtaining the qualified approval of his faculty board for his proposals for the facilities of the Learning Centre (Appendix 37).

The informal organisation of faculties like the formal organisation, offered modest support for the 'partnership' model. It tended to confirm the position of the decentralised staff developer as an outsider.

Boundaries to the informal organisation were set by departments which comprised faculties. The decentralised staff developers tended to have close and strong relationships only with academic colleagues with

whom they were familiar from shared teaching tasks. For the most part this resulted in the decentralised staff developers being accepted and valued within one department only of their faculty.

There was a little variation from this rule. In the Faculty of Health and Social Sciences, because I had previous teaching experience in two departments, the informal organisation to which I belonged was slightly more extensive than usual. Similarly in the Faculty of Education, the decentralised staff developer was familiar with the two small departments which comprised the Faculty, in which there was much inter-departmental co-operation.

Nor were the boundaries of the informal organisation mediated by the staff tutors appointed by departments in an earlier form of the 'partnership' model described in chapter 5. Staff tutors were not identifiable or conspicuous and appointments had apparently lapsed.

Departmental boundaries which restrained intercourse between the decentralised staff developer and academic colleagues in the same faculty, were accentuated by the arrangements of the accommodation in most faculties. For departments were dispersed in their location and at varying physical distances from the Learning Centre of their faculty. Because of the physical distance, the decentralised staff developer was less likely to encounter those academic colleagues for whom the physical distance to the Learning Centre and decentralised staff developer constituteded a barrier.

The barrier of physical distance appeared to be less in the Faculties of Education and Engineering and Computer Technology, where accommodation was more concentrated and at an equal distance from the Learning Centre.

Departmental Material Resources

Departments within faculties enjoyed their own supplies of equipment and materials, additional to the facilities offered by Learning Centres. In respect of these supplies, the departments were sovreign and the decentralised staff developer exercised no responsibility for, or control over them.

These resources which varied from personal computers/word processors to audio-visual equipment and printed and published materials, had been accumulated by departments at the initiative of staff and heads

of departments, over a long period of time prior to the formation of Learning Centres. The organisation, location and accessibility of these resources varied between departments. In some departments there were repositories of resources dispersed in various rooms and cupboards, in other departments there were more distinctive and identifiable concentrations of resources in accommodation designated as resource centres, although their nomenclature varied amongst staff. Although at least two of these resource centres approximated to small specialist libraries (Shoolbred and Alabaster 1985), overall, the resource centres had a range of facilities and materials as wide as those that prevailed more generally within departments in institutions of higher education (Lopez, 1984).

To some extent these resources were administered by technicians accountable to academic staff. Not all the resources were controlled by technicians, however for academic staff themselves were responsible for the more dispersed items. The substantial scale of these resources is indicated by the large number of technician personnel responsible for their management which totalled 120 according to the Polytechnic Secretary, (Gale, 1987). The actual distribution of technicians was rooted in the historical antecedents of the Polytechnic and had been largely unmodified since then, (Gale, 1987). With or without technician supervision, the supply of material resources was easily obtainable by academic staff and was an important means for the fulfilment of the 'shopfloor' model of staff development and to a much lesser extent the 'management' model. For the equipment and materials were largely available on a self-service basis and individual staff decided whether or not to use the resources and technical assistance if available, to assist them in their work. The supply of an extensive range of material resources, at first hand within departments and tailored to the particular requirements of the professional and academic orientations of those departments, lessened the need for academic staff to use the Faculty Learning Centres or consult the decentralised staff developers. The supply gave departments much independence and autonomy from the decentralised staff developer.

The Faculty Learning Centres did possess some facilities which were rare to the faculties. These included, the reprographic equipment in the Faculty of the Built Environment which was suited to large plans and drawings, the computers and computer graphics in the Faculty of Art and Design, the audio-visual service of the Faculties of Engineering and Computer Technology, Education and Health and Social Sciences, and the specialised printed materials of the Faculty of Business Studies and Law. However, such scarce facilities were but a small portion of the total supply of material resources diffused amongst departments from which academic staff could make a choice of alternative technologies.

In sum, the distribution of material resources within departments created a socio-technology in conjunction with the other organisational aspects of faculties that defined the product-orientated decentralised staff developers as outsiders. In this regard, the decentralised staff developers had the same experience as their centralised peers investigated by Ryan (1984).

Departmental Loyalties

The loyalty and identification of academic staff, technicians and heads of departments with their own departments which were equivalent to the basic units identified by Becher and Kogan (1980), diminished support for the 'partnership' model based on faculties. Three examples well illustrate this proposition.

In the Faculty of Art and Design, the aspiration of the decentralised staff developer to acquire and make available to the whole Faculty, photographic facilities, was obstructed by the opposition of one department which already had photographic facilities.

In the Faculty of Health and Social Sciences, I diplomatically approached by letter (Appendix 38), an acquaintance in the Department of Health Sciences, to obtain the temporary help of a technician to substitute for the absence of the regular technician, on holiday. He secured a written response from the technicians of his Department (Appendix 39) which was negative and made it clear that faculty responsibilities were not those of the departmental technicians.

The Head of the Department of Health Sciences was equally unhelpful when approached about the same matter by the Dean. She was unwilling

to release any of the twelve technicians in the Department of Health Sciences to provide temporary supervision of the Faculty Learning Centre. In the end it was the EDU, because of its commitment to the 'partnership' model, that provided a technician temporarily which maintained limited access to the Learning Centre.

In the Faculty of the Built Environment, the decentralised staff developer sought to obtain the occasional help of departmental technicians to release the sole technician in the Learning Centre during her pregnancy and also more permanently during her maternity leave. He was unable to obtain from the heads of departments the full cover that he wanted. The heads of departments concerned primarily wanted to safeguard their own material resouces, rather than to promote the use of those facilities which were available for the Faculty as a whole.

The strong loyalty and identification of heads of departments with their departments rather than the faculty, manifested itself in the termination of the decentralised staff development post in one faculty after only one year.

Restructuring of the Faculty of Health and Social Sciences by the Directorate led to the transfer out, of one department and the transfer in, of another. The uncertainties created amongst the four constituent departments by this restructuring accentuated the lack of rapport and cohesion already extant and made it impossible for the Dean to sustain one of the few expressions of faculty cohesion and co-operation. Thus when the Dean was notified of the end of the extra financial support from the Directorate to maintain the post, there was no interest or willingness amongst the heads of departments to continue the post by surrendering some of the resources allocated to them.

The lack of cohesion amongst departments that constituted the Faculty of Health and Social Sciences was demonstrated more overtly when the Dean made known, his intention to accept early retirement, soon after the termination of the post of decentralised staff developer. The response of the heads of departments was to jointly issue a memorandum (Appendix 40) to all academic staff in the Faculty for discussion.

The memorandum identified various options for re-organisation of the Faculty in the future.

The uneasiness and uncertainty over the future of the Faculty of Health and Social Sciences was acute and occurred over a prolonged period according to the principal administrator for the Faculty (Abbott, 1987). That uncertainty diminished the support and loyalty of the constituent departments for the 'partnership' model based on the Faculty, which led ultimately to its abandonment.

Conclusion

The decentralised staff developers were admitted to limited membership of the formal organisation of faculties. Similarly, acceptance of the decentralised staff developers by the informal organisation was also partial. In conjunction with both of these aspects, the supply of material resources within departments created a socio-technology that defined the decentralised staff developers as outsiders. To that were added the strength of departmental loyalties which were inimical to the 'partnership' model based on faculties.

CHAPTER TEN

THE EDUCATIONAL DEVELOPMENT UNIT AND DECENTRALISED STAFF DEVELOPMENT

Introduction

In chapter 5, the participation of the EDU in events leading to the adoption of decentralised staff development at Birmingham Polytechnic was described. In this chapter, an account is given of the relationship both formally and informally, between the EDU and the decentralised staff developers, in the first two years. The relationship of the EDU to the deans and the activities which the EDU promoted are also described. Later changes made to the EDU are described in chapter 13.

Formal Relationship

After each of the six faculties had appointed their decentralised staff developers, the EDU became formally responsible for their activities. Thus information available from the EDU to all academic staff stated that each faculty had a Learning Centre with "a Faculty Learning Projects Tutor seconded from the Faculty to the EDU on a half full-time basis" (Appendix 42). Formally therefore, the decentralised staff developers were subordinate or accountable to the EDU for their educational development work.

The accountability that the decentralised staff developers owed to the EDU, enabled it in turn to report and be accountable to the Directorate for staff development within the Polytechnic. This occurred through regular meetings which the EDU director, the head of the Library and the head of Computer Services had with the Assistant Director for Staff Development.

One particular example of the discharge of this responsibility by the EDU was its briefing of the Director for a response to the CNAA on strategic developments in teaching and learning methods since the previous institutional review (Appendix 43).

The means by which the EDU exercised accountability for the decentralised staff developers was through regular meetings, as confirmed by Eastcott and Farmer (1987). These meetings to begin with, were titled the Teaching and Learning Group of the Development Committee and were chaired by the Assistant Director for Staff Development. Before very long, they were chaired by the EDU director

instead of the Assistant Director, who became an irregular attender, and they were retitled the Teaching and Learning Group of the EDU. The agenda of the meetings was drafted by the EDU director without consultation with the decentralised staff developers and the minutes were kept by his staff developer colleague in the EDU. The purposes of the meetings were threefold: to keep the EDU informed of staff development activities promoted throughout the Polytechnic; to decide some matters of common interest amongst all those who attended; to encourage and support the decentralised staff developers in their activities.

Membership of the meetings was wide and fluctuating. Although the six decentralised staff developers and the two centralised staff developers were the core, others in attendance on a more irregular basis included the chief technician of the EDU, the sole member of staff of the Open Learning Unit, representatives from the Library, and assorted and occasional others such as a head of department or a member of academic staff either of whom was currently promoting some teaching innovation. Those apparently recognised as practitioners of the 'partnership' model were defined fairly widely.

The meetings addressed issues arising from the practice of the product-orientated, problem-orientated and eclectic models of the main members. Recurring items on the agenda were the Learning Projects Support Scheme, developments in the Learning Centres, the management of technicians in the Learning Centres, developments in open learning (for the Open Learning Unit, a sub-section of the EDU which was opened in 1985), relevant matters within the Library, and diverse activities undertaken by the EDU.

Although the meetings were convened according to a conventional format suited for the purpose of decision-making and information sharing, the two centralised staff developers really expected the meetings to be a source of inspiration and shared encouragement. Thus the EDU director expected them to "buzz with ideas" (Farmer, 1987). In reality, the centralised staff developers were disappointed by the meetings and privately would refer to "those awful meetings" and to them being "unproductive."

Expectations of the other participants were less explicit as far as they were ever voiced. Thus the decentralised staff developers expressed little dissatisfaction about the meetings either publicly or privately. The first decentralised staff developer in the Faculty of Business Studies and Law found them "enjoyable and stimulating" (Wild, 1986). However, I shared some of the disappointment of the centralised staff developers. For I wanted the meetings to help me much more positively in my work as a decentralised staff developer. I expected more support and stimulation from the meetings than they gave me, so that I would improve professionally in the post that I held and in terms of the eclectic model of practice.

The meetings, at least, briefed participants about aspects of staff development throughout the Polytechnic as a whole. They also gave some support to the decentralised staff developers through a feeling of belonging, some encouragement for their activities and a little tension release.

The meetings occasionally became lively but only when discussion occurred over items which explicitly supported the product-orientated model which largely prevailed amongst the decentralised staff developers. This invariably happened when the issue of new educational equipment was raised. A competitive atmosphere developed in which alternative claims were made by the decentralised staff developers to uphold their expertise in some aspect of educational equipment accompanied by statements of the need for more equipment for their respective faculties. The centralised staff developers did not seek to promote discussion along these lines or even want it, but given any scope and licence, the meetings took that turn and were obliged to accept it. Therefore the meetings on occasions, seemed to offer a platform on which to parade achievments and declare personal competence rather than to identify problems for sharing and common learning. There was no sustained discussion, for example, of the low use made of the Faculty Learning Centres, which all the decentralised staff developers acknowledged privately. There was little open discussion of what the staff developers were seeking to achieve or the problems that they were encountering other than a lack of finance with which equipment could be purchased.

The meetings made few decisions that appeared to be of importance and even when decisions were made, they seemed to carry little obligation. At one time it was agreed that there should be a guide printed for each Learning Centre. The guides would be prepared by the decentralised staff developer and then distributed to all other Learning Centres and the Library. Because facilities varied in the Learning Centres, it was intended to promote access to less common facilities, irrespective of the parent faculty and the faculty of prospective users. Nothing more was heard about this decision, and only by chance did I see a guide to a Learning Centre other than my own faculty (Appendix 30). No other guides were printed as far as I could tell. The EDU did not attempt to ensure that all decentralised staff developers abided by an agreement to which all had been party. Similarly, the EDU director promised a display for each Learning Centre to promote the Learning Projects Support Scheme but it never materialised. On another occasion, I obtained agreement at a meeting for the EDU to modify and update a printed catalogue of video cassette recordings which had been distributed to all Learning Centres. Subsequently, it was a very long time before the revised catalogue appeared.

In effect the meetings were occasions at which proponents of the eclectic and product-orientated models sought to co-exist with one another. This co-existence was replicated formally within the Polytechnic in those faculties which had appointed a staff development sub-committee of the faculty board. For a both a centralised staff developer and a decentralised staff developer attended. The process of co-existence in these forums is unknown.

For the centralised staff developers it was difficult to find the right formula for the meetings. They hoped to reconcile meetings with a formal purpose of accountability with more informal exchanges and support. The latter was not achieved in terms of their own expectations. The controlling purposes of the meetings worked directly against the supportive intention. Accordingly little cohesion or spirit of a group of people working as a team was developed. When the meetings were suspended after two years because of a review of the EDU undertaken by the Directorate, (Appendix 7), no

protests or regrets about the loss, were publicly expressed by the decentralised staff developers.

Although the centralised and decentralised staff developers jointly promoted the 'partnership' model within the Polytechnic, the meetings that were held for that purpose did little to facilitate effective working as a team.

Informal Relationship

An interesting contrast with the meetings of the Teaching and Learning Group was shown when the centralised staff developers arranged a separate training exercise for the decentralised staff developers to explore their common role. The exercise was experiential and I found it valuable at least in helping me to get to know my peers a little. On this occasion, if on few others, I felt that I had some commonality with my peers. It was noticeable afterwards, that the atmosphere at the next few meetings of the Teaching and Learning Group was much more positive all round. Although all who participated in the exercise agreed to the proposal that there should be a follow up, the value of the exercise was short-lived for a similar event was not arranged subsequently.

In addition to the regular meetings, the centralised staff developers offered non-directive support to the decentralised staff developers through individual consultation. All the decentralised staff developers consulted the centralised staff developers over various matters.

In my case they tended to be about the Learning Projects Support Scheme, the newsletter, organising workshops, funding to attend conferences and some other sundry matters. My peers' consultation tended to be over the purchase of educational equipment and materials, the operation of the Learning Centres and the management of technicians. Management of the technicians was a problem as the EDU director acknowledged (Farmer, 1987) because of their confusion over whom they were accountable to.

These consultations with the centralised staff developers were certainly valued by the decentralised staff developers. This was shown by the first decentralised staff developer in the Faculty of

Business Studies and Law, who publicly recognised the help given him, in his terminal report (Appendix 41).

Even so, not all the professional needs of the decentralised staff developers were met sufficiently by the centralised staff developers. Thus the second staff developer for the Faculty of the Built Environment expected more help over teaching methods (Gardiner, 1987) and the second staff developer for the Faculty of Engineering and Computer Technology wanted some guidance over the responsibilities of the post, as he had received none from his Dean.

The centralised staff developers invariably gave as much help as they could individually, to their fellow practitioners of the 'partnership' model. One example of this occurred with the decentralised staff developer for the Faculty of Education.

In the Faculty of Education the decentralised staff developer endured frustration from his unfulfilled wish to be more of an eclectic consultant to his academic colleagues rather than just a product-orientated practitioner. Knowing of this and wishing to help, one of the centralised staff developers engineered his participation in a meeting over course resubmission in the Faculty of Health and Social Sciences. He had a competence in course evaluation which he gave to the meeting. The consultative relationship did not extend beyond the one meeting however.

The centralised staff developers took a non-directive approach with the decentralised staff developers, helping them in the way that they wanted to go, rather than imposing their own expectations. There was never any public criticism of the decentralised staff developers over what they were doing. Neither of the centralised staff developers would be drawn into making judgements of the role of their decentralised colleagues in private either. However, the pursuit of a non-directive approach in the circumstances presented the decentralised staff developers with little challenge from within the Polytechnic to the product-orientated model of practice to which most subscribed.

The Deans

In relationship to the deans, the EDU director accepted that the decentralised staff developers were effectively accountable to them,

rather than to the EDU as the formal relationship suggested. He did not attempt to influence the management of the decentralised staff developers lest he be thought to be interfering in matters outside his remit. He had good relations with all the deans and would discuss various matters of staff development with them but generally, the activities of the decentralised staff developers did not appear prominently in these discussions (Farmer, 1987).

One rare instance which departed from the usual relationship between the EDU director and deans occurred in the the Faculty of Business Studies and Law. In this Faculty, the first decentralised staff developer was inactive in discharging his responsibilities and as a result, the technician was unsupervised and the Learning Centre was neglected. Senior academic staff in the Faculty approached the EDU director and he got drawn into discussions with the Dean and others about the problem. Consequently the EDU director became a reluctant and indirect participant to processes which eventually led to the replacement of the first decentralised staff developer by a successor.

The effective responsibility of deans for decentralised staff developers was clearly demonstrated when the Dean of the Faculty of Health and Social Sciences terminated the decentralised staff development post after one year. The EDU director did not like the decision, of which he was informed personally by the Dean, but was unable in his view to seriously challenge it. He considered that there was nothing that he could do about it. He believed that if he raised it with the Directorate, nothing effectively would happen to change the decision.

Although the EDU director felt that he had to accept the responsibility of the deans, effectively, for decentralised staff development, he persisted in supporting it institutionally. Thus after the Faculty of Health and Social Sciences had terminated my appointment to the post of decentralised staff developer, the EDU director continued to regard me as occupying the post, by inviting me to the meetings of the Teaching and Learning Group. Activities on my part to fulfil the responsibilities of the post gradually dwindled and then ceased. Nevertheless, my participation was welcomed by the centralised staff developers in the regular meetings and no pressure

was exerted by them on me, to justify my attendance by promoting some staff development activities.

The Activities of the Educational Development Unit

The centralised staff developers upheld and extended a variety of activities which exemplified their adherence to the eclectic model. In so doing, they gave mixed encouragement but achieved little success in invoking the participation of the decentralised staff developers. Paradoxically, they apparently perceived that increasingly, their activities were carried out in co-operation with them (Eastcott and Farmer, 1987).

The activities which the centralised staff developers promoted were information, staff training, the Learning Projects Support Scheme, study skills courses and the management of technical facilities which were both centrally and decentrally based and individual consultation with academic staff about professional development. In addition, they initiated new activities in research, incipient entrepreneurial activities and re-asserted their capacity to assist with evaluation. One way that information was disseminated was through an information bulletin that was distributed to the decentralised staff developers. It was issued periodically, and it listed a cumulative collection of photocopied articles available for reference in the EDU. However, information concerning conferences and courses for staff provided outside the Polytechnic, was never regularly circulated to the decentralised staff developers. Instead, this information was restricted to display and availability from the EDU.

The EDU did not attempt systematically to involve decentralised staff developers in its training activities which comprised an annual induction conference, an in-service city and guilds course and occasional seminars and workshops. A few co-operative arrangements only were made with individual decentralised staff developers.

In terms of the Learning Projects Support Scheme, the decentralised staff developers were encouraged to promote the scheme but the centralised staff developers still maintained direct involvement with many individual staff over projects in some faculties. Additionally, the centralised staff developers exercised responsibility for the overall management and control of the scheme.

Study skills courses were a significant demand made of the EDU by nearly all faculties on the main site, and the centralised staff developers responded positively to almost all requests although they did not explicitly publicise this service. Some verbal encouragement only was given to the decentralised staff developers to provide a service.

The centralised staff developers also retained control of the technicians working in the Learning Centres. Regular meetings with them were held but the decentralised staff developers were not invited to these meetings.

Various specialised services for staff, such as graphics and photography were maintained by the EDU as well as a collection of miscellaneous equipment such as a guillotines and reprography. The media service by which recordings by audio or video cassette were made, were another important centralised service. These services were not the subject of much discussion with the decentralised staff developers.

In addition to promoting those activities which they had undertaken before the appointment of the decentralised staff developers, the EDU also initiated some new activities.

Thus some research into experiential learning, sponsored by the FEU, was embarked upon and culminated in a conference in September 1987 and a publication (Gibbs, 1987a).

Some consultancy on a commercial basis for outside agencies was also began and the organisation of the 1987 SRHE conference was a part of the developing external or entrepreneurial activity of the EDU.

In a revival of an activity which had lapsed a little, the centralised staff developers invited staff throughout the Polytechnic to consult it for the purposes of improving course evaluation (Appendix 44). There was no intimation of this initiative or consultation with the decentralised staff developers about it. It showed the centralised staff developers continuing commitment to the electic model.

The centralised staff developers were not unwilling to consider sharing their activities but little interest was shown or initiatives taken by the decentralised staff developers to extend their responsibilities for staff development.

At one of the meetings of the Teaching and Learning Group there was a discussion about distributing the EDU Library of off-air video cassette recordings amongst the Faculty Learning Centres rather than it being maintained centrally. Easier access and convenience for academic staff was given as the argument for change. The EDU director showed that he was very open to decentralisation of this resource. However the meeting decided against it because of fears of some decentralised staff developers over the risks arising for them and technicians, from the use of recordings, the legality of which was most uncertain because of the complexity of copyright law. The EDU was prepared to continue to bear the risk which accompanied centralisation of this resource and so it did.

In this matter as in others, the decentralised staff developers were unwilling to extend their responsibilities beyond a narrowly defined product-orientated model of practice. Neither did the centralised staff developers attempt to impose new responsibilities upon them. Indeed opinion amongst the decentralised staff developers and the centralised staff developers accepted a division of activities which enabled both to support the respective model of staff development practice which they preferred.

The relationship of the centralised staff developers with the decentralised staff developers was influenced by the Directorate. For the centralised staff developers were highly anxious about the future of the 'partnership' model within the Polytechnic. On many occasions they expressed doubts privately about the security of their employment for they had little confidence in the Directorate's support for the 'partnership' model.

Whilst it is difficult to be definitive about the exact influence of the Directorate upon the centralised staff developers in their relationship with the decentralised staff developers, it is inferred that they were discouraged from promoting more eclectic decentralised staff development because of uncertainty over the whole of the 'partnership' model within the Polytechnic. The relationship of the Directorate to decentralised staff development is the subject of chapter 11.

Conclusion

The formal relationship of the EDU with the decentralised staff developers was conducted through regular meetings which gave modest support to the latter but lacked much significance for any of their participants. Informally, the EDU assisted the decentralised staff developers individually in a non-directive way which accepted their product-orientated model. The deans were recognised by the EDU as effectively responsible for the decentralised staff developers. In its own activities, the EDU adhered to the eclectic model with little co-operation from the decentralised staff developers.

CHAPTER ELEVEN

THE DIRECTORATE AND DECENTRALISED STAFF DEVELOPMENT

Introduction

The support of the Directorate for the adoption of decentralised staff development at Birmingham Polytechnic was described in chapter 5. This chapter describes the relationship of the Directorate to decentralised staff development in the initial two years after its introduction. The chapter includes, the composition of the Directorate, its management of the Polytechnic, its approach to the EDU, its support for decentralisation of management. Later changes made by the Directorate in responsibilities for staff development are described in chapter 13.

Composition of the Directorate

From the time that all the decentralised staff developers were in post, changes began to take place in the composition of the Directorate which had an important influence upon the relationship of the Directorate to decentralised staff development. A new Director, from outside the Polytechnic, took up appointment in September 1985, the same month as all the decentralised staff developers were in post. He was associated with the appointment of two new Assistant Directors who joined him, also from outside the Polytechnic.

Within one year, the Deputy Director who had long been in post, took early retirement without replacement, and the Assistant Director who had exercised responsibility for Staff Development for some years was partially relieved of it. Although he retained accountability of the EDU, responsibility for staff development was transferred to a new colleague. Within two years, he too, had taken early retirement and was succeeded by a new appointment to whom all responsibility for staff development was entrusted.

These changes in the Directorate meant that the principal initiators of the strategy which had led to the introduction of decentralised staff development, became subordinate to new colleagues who constituted the Directorate. Indeed over two years, the Directorate changed completely, so that it came to comprise a team who had not been party to 'The Polytechnic of the Future' strategy, with its

conception of decentralised staff developers as an instrument for changes in teaching and learning throughout the Polytechnic.

The new Directorate had ideas which were different to those of its predecessor about the management and organisation of the Polytechnic which included staff development both centralised and decentralised. These new ideas were in keeping with those circulating in the environment external to the Polytechnic and disseminated by the Jarratt Report (CVCP, 1985) for example, with its emphasis upon effective and efficient corporate management processes.

Management of the Polytechnic

From the time that decentralised staff developers were appointed to their posts, improvement in resources continued to be the central concern of the Directorate, as it had earlier. Policy was maintained to delete teaching posts and transfer the money saved to ancillary staff and equipment. Additionally, the Directorate placed a new emphasis on promoting the Polytechnic to the world outside to attract an increased income thereby from that source. Among the conspicuous initiatives prompted by this emphasis on marketing were the appointment of a publicity officer, a new logo for the institution, a polytechnic newspaper, the naming of buildings on the main site, and the appointment of professors. There was also intensive recruitment of students (including more profitable students from overseas) and the formation of an enterprise unit and the self-financing activities which it engendered.

The Director's concentration upon the financial and resource issues did not extend to, or encapsulate, direct interventions to promote professional development as a distinctive matter. Thus the Dean of the Faculty of Computing and Information Studies observed that "I can't remember a conversation that I've had with anybody in the Directorate over teaching and learning methods" (Hayward, 1987). The other deans seemed to share his view.

The Directorate as a whole, did not consider that staff development required particular attention or action. Accordingly the Assistant Director for Staff Development made no noticeable interventions. Nor did the Assistant Director to whom the EDU was still accountable, for he was unable to secure the agreement of his colleagues for more

positive support for either the EDU or decentralised staff development (Burns, 1987).

The indifference of the Directorate to encouraging staff development activity was demonstrated most clearly when the Head of Department of Sociology and Applied Social Studies wrote to the Assistant Director still responsible for the EDU (Appendix 45) to obtain some recognition for the publication of a collection of papers from the Department's teaching and learning workshop for 1986 (Appendix 28), which had been organised by the decentralised staff developer for the Faculty of Health and Social Sciences. Whilst the reply was most enthusiastic and suggested circulation to Directorial colleagues (Appendix 46), the Head of Department's written approach to them (Appendix 47) received no response. Indeed the silence was deafening.

This conspicuous lack of interest or encouragement by the Directorate for staff development activity, was in marked contrast to public notes of congratulation given to course leaders upon the successful validation of courses by external bodies. The new Directorate showed no direct and explicit concern with action to improve teaching and learning methods nor did it show interest and support for the activities of the decentralised staff developers.

The Educational Development Unit

Although the Director's perception of his relationship with the EDU and decentralised staff developers was accepting and benign, "They have ticked away in the background like the boilers" (Knight, 1987), the perception was not shared by the EDU.

His influence was felt by the EDU within days of his appointment. He requested two Assistant Directors to conduct a confidential review of the reprographic facilities provided by the EDU and by the Central Reprographic Services Unit and report to him with recommendations. The report was accepted and some minor changes in the EDU were made. The minor changes involved the EDU giving more detailed accountability quantitatively for some of its activities to the Directorate. It also began some self-financing work for the first time, in response to the new management policy of the Polytechnic. Nevertheless, the Director subsequently sustained a critical view of the EDU which was expressed

on a number of occasions publicly when he questioned the value of its contribution to the Polytechnic.

The view soon became prevalent that the Director wanted to see the EDU abolished. Indeed it was held by the Assistant Directors still responsible for the EDU, that its abolition was only stopped by the opposition of Directorate colleagues (Burns, 1986).

The centralised staff developers did not feel at all secure that their future was assured. Their perception of the Director was dominated by their experience of his critical evaluation of the EDU and the belief that prior to his appointment, he had closed the EDU at another institution. Their uncertainty about the future was further complicated by their understanding that the Director was favourably disposed towards Faculty Learning Centres. However no significant approval was manifested for the EDU. So the future of the 'partnership' model in the Polytechnic appeared most undecided.

Unlike the earlier period of planning for the future of the Polytechnic, the centralised staff developers felt that they were of slight importance to the Directorate. They were never consulted on staff development or involved in relevant aspects of management policy. Nor did the Directorate as a whole show any interest in, or encouragement for the management of the decentralised staff developers.

Some doubts over the future of the EDU began to dispel when the Directorate found that it could increasingly rely on it for assistance in its policy to promote the institution to the outside world. Various technical facilities and personnel within the Unit proved very accessible and useful for publicity and marketing initiatives launched by the Directorate. An extension of this development was the agreement of the EDU to organise the annual conference of the SRHE for 1987 at the request of the Directorate. As the EDU came to prove itself useful to for the management of the Polytechnic generally, rather than for its expertise in staff development, so its future was increasingly secured.

At the final meeting of the Teaching and Learning Group, in June 1987, the decentralised staff developer for the Faculty of Art and Design, sought information about "the imminent abolition of the EDU". The

newly appointed Assistant Director for Staff Development assured the meeting that although there might be changes in the way that it worked, the future of the EDU was secure.

Decentralisation of Management

The most direct influence on decentralised staff development exercised by the Directorate was through its policy of decentralisation of management. For it led to three faculties being without decentralised staff developers.

The decentralisation of management which the Director espoused for the Polytechnic was expressed in a paper, 'The Character of the City of Birmingham Polytechnic (Appendix 48) which was circulated for discussion within the Polytechnic and adopted by the Academic Board. The Director maintained that the Polytechnic was characterised by a profound diversity, manifested through the faculties. The survival of the institution depended upon recognition and protection of that diversity. Thus a relaxation of uniformity was required, which was best achieved through delegation of authority and responsibility to the faculties. The Polytechnic centrally should have a responsibility for maintaining an overall strategy and monitoring the faculties in that regard.

The adoption of decentralisation of management by the Polytechnic omitted identification of responsibility for staff development. Effectively, it relieved faculties of the obligation previously imposed upon them to appoint decentralised staff developers. The Director did not consider that delegation of staff development to specialists in faculties was a necessity. Management was capable of exercising this responsibility adequately as part of its wide brief. The Director's lack of commitment to the 'partnership' model meant that decentralised staff development by faculties became optional rather than obligatory.

Accordingly, when a restructuring of the Polytechnic by the Director created two new faculties, Music and Computing and Librarianship, in April 1986, there was no encouragement or assistance given to either faculty to appoint a decentralised staff developer. Prior to being designated as a faculty, the School of Music had identified a decentralised staff developer in the person of the deputy head and had

made some tentative arrangements to create a Learning Centre. As nominal as the effort was, it was allowed to lapse without challenge by the Directorate and the School of Music resumed its traditional and customary prestigious independence in the matter of staff development as in many other matters.

At the inception of the Faculty of Computing and Information Studies, the Dean on his appointment sought assistance from the Directorate to create a Learning Centre but the issue of appointing decentralised staff developer did not emerge in the discussions.

In the case of the Faculty of Health and Social Sciences, some financial assistance which had been given by the Directorate for temporary teachers to support the half-time release from teaching of the decentralised staff developer, was abandoned before the end of the first year. Despite the protest of the Dean, it was made clear by the Director that the post of decentralised staff developer was a matter for faculties to decide, using their own judgement about the value of the post in the light of their resources. The Dean felt unable to support the continuation of the post without some financial help from the Directorate and accordingly the post was abandoned by this faculty.

Although the decentralisation policy led to three faculties deciding not to make decentralised staff development appointments, five faculties chose to maintain the post for the time being.

Conclusion

Changes in the composition of the Directorate prompted changes in the management of the Polytechnic. There was greater support for the 'management' model of staff development from the new Directorate. As a result, the role and value of the EDU was questioned, although eventually accepted, with modification. Decentralisation of management was promoted and released faculties from the obligation to support the 'partnership' model. Three faculties chose not to.

CHAPTER 12

ACADEMIC STAFF AND DECENTRALISED STAFF DEVELOPMENT

Introduction

The activities of the decentralised staff developers at Birmingham Polytechnic were described in chapter 7. In this chapter, a measure of the impact of their activities upon academic staff is presented. The chapter reports the results of the survey of academic staff, the rationale for which, was explained in chapter 3. The results are analysed by four categories, departmental staff development, faculty staff development, centralised staff development and self-assessment of professional needs. The analysis is made to determine the experience of various staff development opportunities and facilities, the needs for staff development and support for the alternative micro and macro models of staff development which were first identified in chapter 2. A full evaluation of the micro models of staff development practice and macro models of staff development responsibility is made in chapters 15 and 16 respectively. The symbols *, ** and # which appear in this chapter are explained in footnotes at the end.

Departmental Staff Development

Support for the 'shopfloor' model of staff development was manifested by staff through their use of departmental supplies of equipment and materials and their participation in the informal networks around courses.

Table 12.1

How often have you used the facilities of the resource centre or repository of your Department?

Very often (Once a week or more)	Fairly often (Several times a month)	Infrequently	Never	Total
%	%	%	%	%
45.8	23.7	25.4	5.1	100

N = 59

Throughout virtually all departments there was access for staff to supplies of equipment and materials. This substantial reservoir of technical assistance for staff was obtainable from assorted sources such as storerooms, cupboards and in its most developed form,

departmental resource centres. Staff placed considerable reliance upon these facilities, and accordingly tended to visit departmental resource centres very often, as Table 12.1 shows.

Table 12.2 shows that whilst reprography and miscellaneous equipment were the most well used facilities in departmental resource centres, even the least well used facility, donation of learning materials, commanded use by a sizeable proportion.

Table 12.2

Which facilities have you used in the resource centre or repository of your Department?

	Yes	No	Total
	%	%	%
Reprography	85.1	14.9	100
Miscellaneous equipment	84.6	15.4	100
Otain learning materials	61.5	38.5	100
Donate learning materials	38.0	62.0	100
Obtain information	60.4	39.6	100

N = 52. Not all respondents answered every item.

In their opinion of departmental resource centres staff were distinctively satisfied on average, with none feeling very dissatisfied as Table 12.3 shows. Departmental resource centres and similar departmental sources of equipment and materials were widely valued by staff for their accessibility and sensitivity to professional needs. This sensitivity was secured through the ability of staff to easily influence the acquisition of materials and equipment and their availability, through heads of departments, or technicians or colleagues with designated responsibility.

Table 12.3

How satisfied are you with the facilities offered by the resource centre or repository of your Department?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
%	%	%	%	%
7	71.9	21.1	-	100

N = 57

Dissatisfaction was over poor management. Thus there was perceived to be insufficient materials and equipment, restricted access through meagre staffing by technicians and weak organisation that resulted in confusion for users.

Whilst staff tended to favour additional equipment and learning materials to improve their departmental resource centres, they were also opposed to additional advice or information about facilities as shown in Table 12. 4. Staff felt satisfied that they knew what was available in their departmental resource centres without the need for further information.

Table 12.4

What changes if any, would you like to see in the facilities offered by the resource centre of your Department to make it more satisfactory to you?

	In favour	Against	Total
	%	%	%
Additional equipment	69.0	31.0	100
Additional advice/information about facilities	43.9	56.1	100
Additional learning materials	64.9	35.1	100

N = 58. Not all respondents answered every item.

Participation in the informal or semi-formal networks that were constructed around courses or subjects was also valued by staff for the flexible forum that they offered for the exchange of ideas, experience and even materials such as printed notes. The network of known colleagues with close and common interests was frequently cited as a valuable resource which was relied upon for professional developments. Relevance could usually be assured. Dissatisfaction with the informal networks centred around their pre-occupation with subjects and disciplines and marginalisation of teaching methodologies and learning processes. The lack of a sustained and stimulating address of teaching and learning methods by the informal networks, was regretted by some staff.

The strong influence of the informal networks and much lesser influence of the heads of departments in comparison, was demonstrated when staff were asked to estimate the importance of four departmental colleagues in assisting change in their work in the past, as shown in Table 12.5.

Table 12.5

How important were colleagues from within your Department in assisting the change?

	Of no importance %	Slightly important %	Fairly important %	Highly important %	Total %
Head of Department	40.9	24.4	22.0	12.6	100
Course Director	53.3	13.9	15.6	17.3	100
Director of School of Studies	66.1	16.1	6.8	11.0	100
Course team colleague	27.8	8.7	27.0	36.5	100

N = 127. Not all respondents answered every item.

Staff estimated on average, that whilst a course team colleague had been highly important, the head of department had been of no importance. For many staff when a change in their work had been made, their course team colleagues had helped through the close and shared working relationship that they enjoyed. In contrast, interaction with heads of departments and two other managerial figures was much less regular and unreciprocal. Thus the 'shopfloor' model was considered more influential by staff than the 'management' model.

Table 12.6

Is there a member of teaching staff in your Department responsible for promoting activities to improve teaching and learning and associated matters?

Yes %	Uncertain %	No %	Total %
20.8	35.4	43.8	100

N = 144

Experience of the 'partnership' model within departments was limited to the small proportion of staff who acknowledged that there was a volunteer staff developer in their department, as shown in Table 12.6. A larger proportion showed their uncertainty over the existence of such an appointment in their department whilst on average, staff indicated that there was not such an appointment. The large proportion who expressed uncertainty about there being a post in their department was a result of the difficulty of clearly identifying such a role.

Of those who had knowledge of volunteer staff developers, the activity that was most associated with them, was advice to teaching staff, as shown in Table 12.7.

Table 12.7

Can you identify the activities for which this member of teaching staff is responsible?

	Yes	No	Total
	%	%	%
Acquisition and management of equipment	48.6	51.4	100
Management of learning materials	42.4	57.6	100
Distribution of information	54.4	45.5	100
Advice to teaching staff	60.6	39.4	100
Arranging seminars	37.5	62.5	100

N = 35. Not all respondents answered every item.

However there was experience of the range of activities identified in Table 12.7. It was not at all apparent, that any one micro model of staff development practice was dominant amongst the volunteer staff developers. There were mixed views about the value of the activities of volunteer staff developers. Some staff identified interesting staff seminars or helpful advice that had been given. Other staff estimated that there had been little of direct benefit that they could attribute to the volunteer staff developers. Overall, staff evaluation of the volunteer staff developers in departments, as far as

they were identifiable, was neither markedly approving or disapproving.

In contrast to the limited knowledge of volunteer staff developers and the attitude of neutrality about their proven value, there was overwhelming support for the principle of the 'partnership' model within departments, as Table 12.8 shows. Staff clearly tended to approve in principle.

Table 12.8

What is your opinion in principle of a member of teaching staff in your Department being given responsibility for promoting activities to improve teaching and learning and associated matters?

Strongly approve	Approve	Disapprove	Strongly disapprove	Total
%	%	%	%	%
28.2	57.3	10.7	3.8	100

N = 131

Support for the principle was given by staff in the expectation that it would contribute to professional development, particularly in the aspect of teaching and learning methods. It was anticipated that the designation of a volunteer staff developer within a department could engender a dialogue amongst staff about teaching methods. It was hoped that new ideas would be introduced into the department and a cosmopolitan influence brought to bear. Personal and practical help and support was hoped for by staff from the principle.

Although there was strong support for the principle, many staff envisaged difficulties in the application of the principle. Doubt was expressed about the availability of time and the incentive to participate in the activities promoted by the volunteer staff developer. There were doubts over the possession of sufficient expertise by any one member of staff to fulfil responsibilities adequately across the different sections and disciplines of a department. There was also fear that the time allocated to an individual to fulfil the responsibilities would result in a heavier teaching burden for colleagues, with few assured benefits for them. Disapproval of the principle of the 'partnership' model within departments was mainly because it would threaten the responsibility which staff exercised, to secure their own professional improvement.

That responsibility was discharged satisfactorily, through the associations which were maintained with peers, both within the Polytechnic and outside it. A further objection to the principle was through its perceived association with a didactic micro model of staff development practice, by which staff experience would be disregarded. Most staff had experienced initiatives taken by their head of department, formally or informally, in respect of their professional development. It was not always possible for them to clearly separate initiatives that heads of departments had taken from initiatives for which they had been responsible. On average, there was satisfaction with the practice of the 'management' model. Table 12.9 shows this opinion specifically in relation to the annual staff development interviews conducted by heads of departments.

Table 12.9

In your opinion how satisfactory was your last staff development interview in assisting with your professional aspirations

Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Total
%	%	%	%	%
15.8	53.7	20.9	10.5	100

N = 95

Satisfaction with the interventions made by heads of department arose from their willingness to listen to the articulation of professional concerns and aspirations, their recognition and appreciation of the value of individual professional contributions that had been made, and the assistance that they gave for the realisation of professional aspirations. Three forms of assistance that were commonly cited by staff with appreciation were: help given for attendance at conferences; approval of sabbatical leave; support for changes in teaching and other responsibilities.

Dissatisfaction over the interventions made by heads of departments was shared by a minority of staff, albeit a substantial proportion. Table 12.9 shows the proportion of dissatisfied staff in relation to the annual staff development interview.

Dissatisfaction with the interventions made by heads of department arose from their lack of demonstrable interest in the professional

development of their staff either formally or informally. Staff with this opinion felt that their head of department had shown little interest in their career. Dissatisfied staff complained of the failure of the annual staff development interview to provide a properly structured and sincere occasion to appraise their past and prospective career development. An opportunity had not been offered to them for their aspirations to be articulated and seriously considered by heads of departments.

The influence of the annual staff development interview in assisting staff to make a change in their work was small, as Table 12.10 shows. For only a small proportion of staff confirmed that a change in their work had been made as a result of the interview, with staff tending to indicate that no change had been made.

Table 12.10

Did you make a change in any aspect of your work, as a result of the last staff development interview?

Yes	Uncertain	No	Total
%	%	%	%
23.4	11.7	64.9	100

N = 94

The small influence of the annual staff development interview upon changes in work, was associated by many staff with a lack of suitable professional assistance afterwards as shown in Table 12.11.

Table 12.11

In your opinion is there suitable professional assistance available for teaching staff who wish to change some aspect of their work as a result of the staff development interview?

Yes	Uncertain	No	Total
%	%	%	%
18.8	41.7	39.6	100

N = 96

They felt that there was a lack of encouragement to fulfil the aspirations which they had expressed at the interview. However, a slightly larger proportion felt uncertain about whether there was suitable professional assistance available. Staff in this category

felt that organisational or resource constraints tended to impede the fulfilment of aspirations expressed at the interview.

Faculty Staff Development

Differences* existed between faculties in the frequency with which staff visited their Faculty Learning Centre as shown in Table 12.12. In four faculties, staff tended to be make visits to their Faculty Learning Centre which were infrequent or never. In three faculties, staff tended to make visits which were very or fairly often.

Table 12.12

How often have you visited the Learning Centre that serves your Faculty?

	Very often/ Fairly often	Infrequently/ Never	Total
	%	%	%
Art and Design	41.1	58.8	100
Built Environment	33.3	66.7	100
Business Studies and Law	58.6	41.4	100
Computing and Information Studies	30.0	70.0	100
Education	86.7	13.3	100
Engineering and Computer Technology	60.0	40.0	100
Health and Social Science	42.6	56.4	100

N = 148

For all the Faculty Learning Centres, out of the six facilities available, four, the video service, the reprographic service, information and miscellaneous equipment, tended to be the objects of visits by staff as shown in Table 12.13.

The frequency of visits made to the Faculty Learning Centres by staff and use of the facilities were influenced by several factors. Where staff felt that they already had access to facilities within their

department which satisfied their requirements, such as in departmental resource centres, then they were less likely to use their Faculty Learning Centre. Some staff were discouraged from using their Faculty Learning Centre because of its physical distance from their office. Some staff felt that there was little within their Faculty Learning Centre that was suited to meet the particular needs of their subject, discipline or profession. For some staff there had been too little information circulated about the Faculty Learning Centre or a lack of personal contact from the decentralised staff developer. Some staff perceived their Faculty Learning Centre as being primarily for students which they encouraged and used it little for themselves. In those faculties where visits were more frequent, staff felt more dependent upon some of the facilities of the Centre, as there were no alternative sources which were as accessible. In the Faculty of Education this referred to the video and reprography services, in the Faculty of Business Studies and Law this referred to learning materials, and in the Faculty of Engineering and Computer Technology this referred to the reprography service.

Table 12.13

Which facilities have you used in the Learning Centre that serves your Faculty?

	Yes	No	Total
	%	%	%
Video service	75.8	24.2	100
Reprographic Equipment	79.2	20.8	100
Obtain information	56.7	43.3	100
Obtain learning materials	37.5	62.5	100
Use miscellaneous equipment	59.5	40.5	100
Donate learning materials	12.8	87.2	100

N = 124. Not all respondents answered every item.

In their opinion of their Faculty Learning Centres, staff were on average, contented, as shown in Table 12.14.

Nevertheless there were some important differences.### Thus staff in five faculties tended to be satisfied or very satisfied. In one faculty staff tended to be dissatisfied or very dissatisfied and in one faculty there was a division into a bimodal distribution of opinion.

The general satisfaction was an outcome of the modest expectations that staff held of Faculty Learning Centres. They were perceived as one source of assistance amongst several available to staff. As such they were seen to offer some useful services in terms of equipment and materials, which was a helpful option to have available.

Table 12.14

How satisfied are you with the facilities offered by the Learning Centre that serves your Faculty?

	Satisfied/ Very satisfied	Dissatisfied/ Very dissatisfied	Total
	%	%	%
Art and Design	85.7	14.3	100
Built Environment	88.3	11.8	100
Business Studies and Law	83.3	16.7	100
Computing and Information Studies	50.0	50.0	100
Education	92.3	7.7	100
Engineering and Computer Technology	42.1	57.9	100
Health and Social Sciences	83.9	16.1	100

N = 124

In the two faculties which departed from the norm of contentment, the modest expectations of Faculty Learning Centres had not been satisfied. Thus in the Faculty of Computing and Information Studies,

Table 12.15

What changes, if any, would you like to see in the facilities offered by your Faculty Learning Centre to make it more satisfactory to you?

	Additional Equipment	Additional Advice/ Information	Additional Learning Materials
	%	%	%
Art and Design			
Yes	43.8	40.0	35.7
No	56.3	60.0	64.3
Total	100	100	100
Built Environment			
Yes	50.0	62.3	56.3
No	50.0	37.5	43.8
Total	100	100	100
Business Studies and Law			
Yes	60.9	44.0	72.0
No	39.1	56.0	28.0
Total	100	100	100
Computing and Information Studies			
Yes	40.0	66.7	40.0
No	60.0	33.3	60.0
Total	100	100	100
Education			
Yes	78.6	28.6	42.9
No	21.4	71.4	57.1
Total	100	100	100
Engineering and Computer Technology			
Yes	85.0	75.0	73.7
No	15.0	25.0	26.3
Total	100	100	100
Health and Social Sciences			
Yes	46.9	63.6	28.1
No	53.1	36.4	71.9
Total	100	100	100
	N = 126.	N = 129.	N = 125.

staff were dissatisfied because they had no Faculty Learning Centre of their own and relied upon the facilities of the EDU or other Faculty Learning Centres. These alternative arrangements were not felt to offer services which were adequate.

In the Faculty of Engineering and Computer Technology, staff were disappointed with the Faculty Learning Centre because it had failed to develop since its formation. They felt that there had been little attempt to promote the Centre either through information distributed about its purpose or in terms of facilities which it had made available to them. Thus the Centre's only major facility was seen as the reprography service. Because its use was rationed strictly by means of a timer, to the frustration of staff, the Centre was considered of very limited value.

The marked dissatisfaction of staff with the Learning Centre in the Faculty of Engineering and Computer Technology was re-emphasised when opinions about changes wanted in Faculty Learning Centres were expressed, as shown in Table 12.15. The Faculty of Engineering and Computer Technology stood out as being the only faculty in which the staff on average, wanted the enhancement of all three facilities in their Faculty Learning Centre. Table 12.15 also shows that there were differences between the seven faculties in the changes that staff wanted to see in their Faculty Learning Centres.

Staff in three faculties, on average, wanted to see additional equipment; staff in four faculties on average, wanted to see additional advice/information; staff in three faculties on average, wanted to see additional learning materials. Statistical significance existed in the differences over additional equipment* and additional learning materials.** This variation between faculties seems best explained as an expression of the alternative 'shopfloor' and 'partnership' models that were supported by staff. Thus for some staff the accretion of some resources in their Faculty Learning Centre was an aspiration. For others, their Faculty Learning Centre was not the focus of aspirations for greater resources, for they hoped for additional supplies of resources from within their departments.

Staff knowledge of the decentralised staff developers differed*** between faculties as shown in Table 12.16.

These differences corresponded with the different arrangements made by faculties over the post of decentralised staff developer and also indicated other differences about the relationship of staff to the post.

Staff in the five faculties which had maintained the post of decentralised staff developer tended to know of the appointment. Indeed in one of these faculties, Education, knowledge was universal. The common knowledge of the decentralised staff developer in the Faculty of Education, was attributed by staff to their high frequency of visits to the Faculty Learning Centre, with which he was closely connected. In addition, the faculty was felt to be socially cohesive, with departmental boundaries being of little importance.

Table 12.16

Is there a member of teaching staff currently responsible for the management of the Learning Centre that serves your Faculty?

	Yes	Uncertain	No	Total
	%	%	%	%
Art and Design	76.5	17.6	5.9	100
Built Environment	82.4	17.6	-	100
Business Studies and Law	75.9	17.2	6.9	100
Computing and Information Studies	20.0	30.0	50.0	100
Education	100	-	-	100
Engineering and Computer Technology	57.9	42.1	-	100
Health and Social Sciences	7.7	74.4	17.9	100

N = 146

In the Faculty of Health and Social Sciences, where the post of decentralised staff developer had lapsed after one year, staff tended to be uncertain if there was an appointment.

In the Faculty of Computing and Information Studies, which had never made an appointment, staff tended to be aware of that fact.
In the five faculties in which a decentralised staff developer was in post, there were proportions of staff who were uncertain of the appointment and in two of these five faculties, there were staff who had no knowledge of the post.
Uncertainty and lack of knowledge was greatest amongst staff who were personally unfamiliar with the decentralised staff developer because he was not a colleague in the same department. In addition, staff uncertainty and ignorance of there being a decentralised staff developer in their faculty was as a result of a lack of information circulated about his responsibilities or activities.
In the Faculty of Computing and Information Studies, where a decentralised staff developer had never been appointed, staff who

Table 12.17

How often, if at all, have you consulted the member of teaching staff who is responsible for managing the Learning Centre that serves your Faculty?

	Very often/ Fairly often	Infrequently/ Never	Total
	%	%	%
Art and Design	53.8	46.2	100
Built Environment	33.3	66.7	100
Business Studies and Law	13.0	87.0	100
Computing and Information Studies	-	100	100
Education	50.0	50.0	100
Engineering and Computer Technology	-	100	100
Health and Social Sciences	33.3	66.7	100

N = 82

confirmed that they had knowledge of the post confused it with the centralised staff developers of the EDU.

Consultation with the decentralised staff developers was on average, infrequent or never but with some differences** between faculties as shown in Table 12.17.

In five faculties consultation with the decentralised staff developers tended to be infrequent or never. In the Faculty of Art and Design, consultation tended to be fairly or very often and in the Faculty of Education, consultation was divided into a bimodal distribution between very or fairly often and infrequently or never.

In two faculties, consultation was universally infrequent or not at all. In the Faculty of Computing and Information Studies, there was no post of decentralised staff developer to be consulted. More interestingly, in the Faculty of Engineering and Computer Technology, the lack of consultation was as a result of the inaccessibility of the decentralised staff developer through his absence from the Learning Centre most of the time.

The pattern of infrequent or no consultation with the decentralised staff developers was probably under-estimated by Table 12.17, for a substantial number of respondents omitted answers to items on the questionnaire about consultation with the decentralised staff developer. The interviews suggested that contact with the decentralised staff developers was very slight indeed.

The dominant reason for consulting the decentralised staff developers throughout the Polytechnic was over equipment and materials, although three differences** existed between faculties as shown in Table 12.18.

In the Faculty of Education, equipment and materials was the sole reason for consultation, because staff felt that the expertise of the decentralised staff developer was no greater than their own, on other matters of professional development.

In the Faculty of Computing and Information Studies, the consultation was exclusively over student learning issues. However, as there had never been a decentralised staff developer appointed by the faculty, it is inferred that the consultation took place with the centralised staff developers of the EDU.

In the Faculty of Health and Social Sciences, the reason for

Table 12.18

What has been the main reason for the consultation?

	Equipment/ materials	Teaching methods	Student learning issues	Other issues	Total
	%	%	%	%	%
Art and Design	50.0	8.3	33.3	8.3	100
Built Environment	92.3	-	-	7.7	100
Business Studies and Law	75.0	6.3	6.3	12.5	100
Computing and Information Studies	-	-	100	-	100
Education	100	-	-	-	100
Engineering and Computer Technology	57.1	-	14.3	28.6	100
Health and Social Sciences	50.0	50.0	-	-	100

N = 63

consultation with the decentralised staff developer showed as a bimodal distribution between equipment and materials and teaching methods.

Equipment and materials was the dominant reason for consultation with the decentralised staff developers because staff sought information about the availability of facilities within the Faculty Learning Centres and advice about their use. The ability of many staff to help themselves to the facilities of the Faculty Learning Centres, or to have recourse to the technicians who staffed the Centres diminished their need to consult the decentralised staff developers at all.

In general therefore, the consultation made by staff with the decentralised staff developers, showed some affirmation of the product-orientated model of staff development practice.

This micro model prevailed throughout the faculties because the decentralised staff developers exemplified it, through their activity

for managing repositories of technical assistance. Staff accordingly, largely responded to their definition of the post.

Nevertheless, there was an openness amongst staff to other possible initiatives from the decentralised staff developers. Thus amongst staff there was interest in the promotion of alternative activities which extended the role beyond the management of Faculty Learning Centres. Activities that were identified by them as being of possible help were workshops, seminars, regular dissemination of information, demonstrations of good practice, personal consultation over course

Table 12.19

Consultation with decentralised staff developers by sex

	Male	Female
	%	%
Very often/Fairly often	28.6	27.3
Infrequently/Never	71.4	72.7
Total	100	100

N = 81

Table 12.20

Consultation with decentralised staff developers by length of employment

	under 2 years	2 to 5 years	5 to 10 years	over 10 years
	%	%	%	%
Very often/Fairly often	45.5	28.6	33.3	22.4
Infrequently/Never	54.4	71.4	66.7	77.6
Total	100	100	100	100

N = 82

Table 12.21

Consultation with decentralised staff developers by position

	Principal Lecturer	Senior Lecturer/ Lecturer 11
	%	%
Very often/Fairly often	61.9	75.4
Infrequently/Never	38.1	24.6
Total	100	100

N = 82

planning, evaluation of teaching, study skills courses for students. The activities suggested were all centred around developments concerned with the improvement of teaching and learning methods. For a few staff, their positive response to these possible activities, was conditional upon some confirmation of the expertise of the decentralised staff developer in teaching and learning. A few staff specifically suggested a re-definition of the role as a facilitator or catalyst.

Of those staff who consulted the decentralised staff developers, there was little marked difference and none statistically significant, in the frequency of consultation, either by sex (Table 12.19), length of employment (Table 12.20), or position (Table 12.21).

Centralised Staff Development

In the Polytechnic as a whole, staff tended to visit the EDU, infrequently or never as shown in Table 12.22. Nevertheless, there were three noticeable differences*** between faculties.

Table 12.22

How often, if at all, have you visited the EDU to use its facilities?

	Very often/ Fairly often	Infrequently/ Never	Total
	%	%	%
Art and Design	12.5	87.5	100
Built Environment	27.8	72.2	100
Business Studies and Law	42.9	57.1	100
Computing and Information Studies	60.0	40.0	100
Education	-	100	100
Engineering and Computer Technology	5.3	94.7	100
Health and Social Sciences	34.2	65.8	100

N = 144

In the Faculty of Computing and Information Studies, alone, there was a tendency for staff to visit the EDU, very often or fairly often. In contrast, in the Faculty of Education staff visited the EDU entirely infrequently or never.

Staff in the Faculties of Engineering and Computer Technology and Art and Design, visited the EDU almost entirely infrequently or never. This general pattern of infrequency in visits or none at all, that staff made to the EDU was because of the spatial, social and organisational barriers that were felt to exist.

For many staff, a visit to the EDU meant a long walk or longer journey and the loss of precious time. Many staff were not visitors or only infrequently because they were satisfied with the more accessible facilities for professional development available within departments and from Faculty Learning Centres. For some staff there was uncertainty about what the EDU could offer to them and a doubt about whether its services would be relevant to their particular teaching duties. However there was also the wish that some staff expressed for the EDU to be more initiating and to come to them more rather than for staff to have to initiate contact.

The higher frequency of visits made by staff in the Faculty of Computing and Information Studies than in other faculties was because staff felt unable to satisfy all of their needs for professional assistance within their departments and in the absence of a Faculty Learning Centre. Additionally, visits to the EDU were easy because it was located very close geographically.

Table 12.23

Which facilities have you used in the EDU?

	No	Yes	Total
	%	%	%
Media Services	42.1	57.9	100
Miscellaneous equipment	22.7	77.3	100
Information	47.7	52.3	100
Professional advice	63.2	36.8	100
Workshops etc	79.4	20.6	100

N = 114. Not all respondents answered every item.

Staff in the Faculties of Education, and Art and Design were on separate sites from the EDU and therefore most remote from it. Although on the main site with the EDU, staff in the Faculty of Engineering were at quite some distance from it.

Staff visited the EDU to use its five major facilities in varying proportions as Table 12.23 shows. Miscellaneous equipment was the most used facility and workshops the least used.

Staff who had used the facilities of the EDU were strongly appreciative of the various kinds of help that they had received. There was a high regard for the eclecticism of the EDU, for staff valued the multiplicity of facilities available from one source within the Polytechnic and the ease with which they were obtained. Thus several changes made in the responsibilities and activities of the EDU, shortly before the survey was conducted, were profoundly

Table 12.24

Frequency of visits to EDU by length of employment

	2 years and under	Over 2 years and under 5 years	Over 5 years and under 10 years	Over 10 years
	%	%	%	%
Very often/Fairly often	50.0	35.0	19.2	76.8
Infrequently/Never	50.0	65.0	80.8	23.2
Total	100	100	100	100

N = 144

Table 12.25

Frequency of visits to the EDU by position

	Principal Lecturer	Senior Lecturer/ Lecturer 11
	%	%
Very often	2.4	7.0
Fairly often	28.6	18.0
Infrequent	50.0	51.0
Never	19.0	24.0
Total	100	100

N = 142

Table 12.26

Frequency of visits to the EDU by sex

	Male	Female
	%	%
Very often	5.3	6.9
Fairly often	19.3	31.0
Infrequently	52.6	41.4
Never	22.8	20.7
Total	100	100

N = 143

regretted by those staff who were more frequent visitors. The most extreme perception of the changes was that the EDU had been abolished. A less extreme perception was of a severe diminution in the provision of accessible professional support.

When the variables of length of employment, position and sex of staff were considered in the frequency of visits made to the EDU, shown in Tables 12.24, 12.25 and 12.26 respectively, no statistically significant differences were found to exist.

Table 12.27

Visits to EDU, Faculty Learning Centres and Departmental Resource Centres

	EDU	Faculty Learning Centres	Departmental Resource Centres
	%	%	%
Very often	5.6	3.7	45.8
Fairly often	21.5	24.4	23.7
Infrequently	50.7	53.7	25.4
Never	22.2	18.3	5.1
Total	100	100	100
	N = 144.	N = 143	N = 59

When comparison was made between the EDU, Faculty Learning Centres and departmental resource centres for the frequency of visits made by staff, as shown in Table 12.27, an important difference** was apparent. Visits to departmental resource centres were more frequent on average, than to either the EDU or Faculty Learning Centres. There

was little difference in the frequency of visits made by staff to the EDU and Faculty Learning Centres however.

This difference in the frequency of visits made to departmental resource centres and the EDU and Faculty Learning Centres seems attributable to the easier access and greater sensitivity to the professional needs of staff that characterised departmental resource centres. Thus the 'shopfloor' model exemplified by the departmental resource centres claimed greater support from staff than the 'partnership' model exemplified by the EDU and Faculty Learning Centres. Faculty Learning Centres and the EDU were more distant from staff organisationally, socially and spatially than departmental resource centres and so were visited less frequently.

Self-Assessment of Professional Needs

When staff estimated the importance of five Polytechnic staff development services in assisting change in aspects of work in the past, the average opinion for all five was that they were of no importance, as shown in Table 12.28.

Table 12.28

How important were services from outside your Department but within the Polytechnic, in assisting the change?

	Of no importance	Slightly important	Fairly important	Highly important	Total
	%	%	%	%	%
EDU	65.1	16.7	12.7	5.6	100
Library	43.8	14.8	27.3	14.1	100
Faculty Learning Centre	76.0	15.2	8.0	0.8	100
Computer Services	77.0	10.2	10.2	2.4	100
Student Services Unit	92.9	3.2	2.4	1.6	100

N = 128. Not all respondents answered every item.

However the proportion of staff who considered that the EDU was fairly or highly important was larger that the proportion of staff who

considered that the Faculty Learning Centres were fairly or highly important.

This small difference seems a result of the eclecticism of the EDU. For many staff felt that the multiplicity of services which it offered was of greater help to them than the singular help of equipment and materials offered by Faculty Learning Centres. Nevertheless, even with its eclecticism, the EDU was not, in the opinion of staff, sufficiently different from Faculty Learning Centres for it to be categorised as of greater importance in assisting them to make changes in their work.

Table 12.29

How important, in your opinion, are various factors in helping you to change any aspect of your work in the future?

	Of no importance	Slightly important	Fairly important	Highly important	Total
	%	%	%	%	%
Release from usual responsibility	14.9	13.0	27.6	54.5	100
Advice	13.8	26.0	39.1	21.0	100
Information	14.6	14.6	39.0	31.7	100
Support and encouragement	6.5	14.6	32.5	46.3	100
Training	23.6	22.0	33.3	21.1	100
Materials/ equipment	13.1	22.1	32.8	31.0	100
Personal satisfaction	6.6	2.5	18.0	73.0	100
Public approval	25.2	30.1	32.5	12.2	100
Administrative/tech -nical assistance	10.6	23.6	37.4	28.5	100
Student expectations	12.4	12.4	36.4	38.8	100

N = 123. Not all respondents answered every item.

In estimating the importance of ten factors that would assist them to make changes in their work in the future, staff ranked four of these factors as highly important on average and six as fairly important on average, as shown in Table 12.29.

Factors rated as highly important were, release from usual responsibility, support and encouragement, personal satisfaction and student expectations.

By release from usual responsibilities staff construed remission of time through relaxation of customary timetabled duties or leave of absence of varying lengths of time. With extra time given to them, staff envisaged scope for undertaking new developments in their work, mainly teaching. By support and encouragement, staff meant interest, concern and stimulus from those with whom they had a relationship as colleagues. Personal satisfaction was widely understood by staff as being associated with successful performance of professional responsibilities which centred on teaching activities. In attaching high importance to student expectations, staff emphasised that feedback or response was essential so that teaching could be modified or learning negotiated to best suit the needs of the students. Informal rather than formal evaluation was the usual means.

The implications of this pattern of opinion were supportive of all three macro models of staff development. For the four factors in assisting changes in work to which high importance was attached by staff were capable of being mobilised by either the 'shopfloor' 'management' or 'partnership' models. Thus release from usual responsibility, greater support and encouragement, arrangements for greater personal satisfaction and assistance to enable student expectations to be better met, could in general, be initiated equally well by either a head of department, or an individual member of staff or a staff developer. None of these factors was intrinsically related to any one model.

The factor of materials/equipment was considered by staff as being fairly important as were five other factors. This factor seems most characteristic of the product-orientated model and yet was not conspicuously supported by staff for its importance in helping with

change. Thus the pursuit of the product orientated model could only promote partial satisfaction of the professional needs of staff. Indeed the pattern of opinion shown by Table 12.29 in which four factors are rated as highly important and six as fairly important in assisting with change, suggests that staff supported an eclectic micro model of staff development practice. For the eclectic model would be orientated to mobilising the multiplicity of factors which commanded staff support for helping with changes in work.

Opinion about opportunities for professional development was evenly divided between those who felt that opportunities were unsatisfactory and those who felt that they were satisfactory, as shown in Table 12.30.

For staff who were satisfied with opportunities for professional development, reference was frequently made to there being sufficient facilities and opportunities both through the arrangements and support arranged by management and the capacity of individuals to avail themselves of these arrangements.

Table 12.30

What is your opinion, in general, of the opportunities and facilities open to you at present to improve your professional competence?

Very unsatisfactory	Unsatisfactory	Satisfactory	Very satisfactory	Total
%	%	%	%	%
14.7	38.5	43.4	3.5	100

N = 143.

For staff who were dissatisfied with opportunities for professional development, reference was common to the inhibiting influence of responsibilities and duties that accompanied their organisational role. These were held to be so excessive in the time that they claimed, that they imposed constraint and restriction upon initiatives and invitations for professional development that were available. Two other factors cited by dissatisfied staff but less commonly, were a lack of facilities, opportunities and resources initiated for professional development from within the Polytechnic and the failure of heads of departments to be active and supportive in staff development matters.

Explicit reference was made only infrequently by either satisfied or dissatisfied staff to the activities and responsibilities of the EDU, decentralised staff developers and volunteer staff developers.

In the expression of opinion about opportunities for professional development, staff indicated support both for the 'shopfloor' model and the 'management' models. It was not apparent if either model was more dominant in the support given by staff. Explicit support for the 'partnership' model was much less frequently indicated.

When the opinion of staff about seven aspects of their professional competence was expressed, the average opinion for all of these was one of satisfaction as shown in Table 12.31.

Table 12.31

How do you personally feel about your professional competence in various aspects of your work?

	Very dissatis-fied	Dissatis-fied	Satisfied	Very satis-fied	Total
	%	%	%	%	%
Teaching and student learning	2.1	12.7	68.3	16.9	100
Projects and research	10.9	36.4	43.4	9.3	100
Administration, management and policy	12.7	32.8	44.8	9.7	100
Guidance and counselling	6.6	22.1	57.4	13.9	100
External profession-al activities	8.3	23.9	50.5	17.4	100
Curriculum development	7.6	29.5	55.3	7.6	100
Developing and updat-ing subject knowledge	7.1	33.6	49.3	10.0	100

N = 142. Not all respondents answered every item.

Nevertheless, dissatisfaction was manifest in varying proportions for each of the seven aspects and substantially overall.

Amongst some staff who were dissatisfied there was an assumption that their satisfaction with various aspects of their professional competence would increase, given more freedom to initiate their own professional development. They envisaged greater personal scope to obtain appropriate assistance from various sources such as departmental colleagues, heads of departments, professional associations external to the Polytechnic.

Other staff who were dissatisfied were of the mind that greater satisfaction with their professional competence was dependent upon staff development initiatives and leadership from outside of themselves but from within the Polytechnic. For they felt that there were constraints on their capacity to take initiatives and they were open to approaches from others being made. The part of the Polytechnic which exercised responsibility for such initiatives was seldom clearly identified.

There was therefore, a division of opinion over the location of responsibility for increasing staff satisfaction with professional competence. There were sufficient indications to suggest that each of the three macro models of staff development was upheld by some staff as the appropriate means to enhance professional competence.

Conclusion

Within departments, several facilities and opportunities characteristic of the three alternative macro models of staff development commanded support albeit with dissatisfaction expressed with each of them. Experience of the 'partnership' model was slight, without major support being given to any one micro model. Nevertheless support for the adoption of the 'partnership' model by departments was strong. In practice however, the 'shopfloor' model was of greater importance in assisting professional change than the 'management' model.

There was variation between faculties in the frequency with which staff visited Faculty Learning Centres and a general level of satisfaction with them. Expectations held of them were modest, with the decentralised staff developers consulted infrequently and mainly over materials and equipment. Nevertheless, some staff were open to

more diverse initiatives than those offered by the product-orientated model of the decentralised staff developers.

The EDU was visited by staff, on average, infrequently or never. Although they appreciated its eclecticism, its social, spatial and organisational distance was discouraging.

From their identification of several factors being important in assisting change in their work, staff gave implicit support for an eclectic model of staff development. They also indicated that their dissatisfaction with opportunities for professional development and aspects of professional competence was susceptible to transformation by all three macro models.

* Level of significance: $p < 0.05$.

** Level of significance: $p < 0.01$.

Care must be exercised with interpretation of the statistical significance because the small size of samples necessitated relaxation of the convention of the chi-square test that no more than 20% of the expected frequencies may have values less than 5.

CHAPTER THIRTEEN

DECENTRALISED STAFF DEVELOPMENT REVIEWED

Introduction

In chapter 3, it was reported that second interviews were arranged with key informants at Birmingham Polytechnic after the survey of academic staff had been conducted. The purpose of the interviews was twofold. To ascertain if a shift had occurred from the 'partnership' model in the arrangements for staff development and to obtain some respondent validation of the results from the survey which were presented in chapter 12. In this chapter, a description is given of decentralised staff development more than three years after its introduction with reference to its institutionalisation and the practice of those in post. An account is given of the revision of the EDU and the perspective of the Directorate on institutional changes in staff development. Innovation theory is employed to analyse changes in decentralised staff development. Finally the views of the Directorate, the EDU and the decentralised staff developers on the role of the latter are identified. An evaluation is made of the models of practice and responsibility for staff development in chapters 15 and 16, respectively.

Institutionalisation

More than three years after decentralised staff development had been introduced to Birmingham Polytechnic, there had been some modification of its institutionalisation. There were now only three decentralised staff developers in post, instead of six, three years previously. These changes in the institutionalisation of decentralised staff development showed an erosion of the 'partnership' model within the Polytechnic.

In the Faculty of Education, at the end of 1988, the decentralised staff developer resigned from the post that he had occupied from the beginning (Kelly, 1989). No new appointment was made. His resignation was the culmination of a sequence of events over a long period in which there had been a diminution of the post. The time afforded by the Dean to fulfil his duties had been substantially reduced to well below a half-time appointment and he had been required to increase his teaching load. There had also been encroachments on

his responsibilities as a decentralised staff developer. These encroachments had included the appropriation of his office adjacent to the Learning Centre for computers and his relocation to another office, at some distance from the Learning Centre. He had been excluded by the Dean from discussions with the technician over the management of the Learning Centre and from other decisions about the acquisition of and allocation of equipment and materials for the faculty, which had repecussions for the finance and management of the Learning Centre. In sum, the Dean had consulted him very little and had increasingly taken decisions about equipment and materials for the Faculty, which had formerly been his responsibility. The time and responsibility entrusted to him had dwindled to very little and had made continuing in the post not at all satisfactory.

In the Faculty of Art and Design, the decentralised staff developer had largely severed his responsibilities for the Learning Centre, and they had been entrusted to an academic colleague who relied regularly upon its virtual sole facility, computer equipment, for his teaching duties (Harris, 1988). The Learning Services Committee of the Faculty Board which had been an important instrument for formal approval of his activities had been abolished and had not been replaced by any body with similar terms of reference. He had assumed managerial responsibity for the co-ordination of several vocational courses for which he also had a staff development brief. He was no longer on the establishment of any department but was employed by the Faculty and asked by the Dean to perform various tasks of a diverse managerial nature. Although he was unwilling to relinquish his claim to being the decentralised staff developer for the Faculty of Art and Design, there was little evidence that he provided to support it, other than nominally. Nor was evidence found through inquiries made of the Dean and principal administrator of the Faculty, to suggest that there was still a decentralised staff developer in post. Therefore it was concluded that effectively, the post of decentralised staff developer in the Faculty of Art and Design, had been dissolved.

Of the three decentralised staff development posts that were still occupied, only one was intact and undiminished in responsibility and

influence within its faculty. For some diminution had occurred in the other two.

In only the Faculty of Business Studies and Law, had the decentralised staff development post been maintained intact. The decentralised staff developer had continued with a half-time appointment and was involved in several small committees or working groups of his Faculty, although still not included as a member of the Faculty Board (Nayar, 1989). The small committees and working groups had held very few meetings however. The decentralised staff developer had a satisfactory relationship with his Dean, for he was willing to see him whenever necessary.

In the Faculty of the Built Environment whilst the post of decentralised staff developer had clearly been maintained, there had been a small eclipse of the post within the organisation of the Faculty. For the decentralised staff developer had become accountable to the head of a newly created Development Centre for the Faculty (Gardiner, 1989). Thus he no longer had regular consultation with the Dean, nor was he involved in the regular management meetings of the Faculty, as described in chapter 9. One small example of the change in his position was that he no longer edited the newsletter which distributed information to staff about the Learning Centre. The newsletter was now edited by the head of the Development Centre, to whom he provided copy. Nevertheless, he still maintained his position on the Faculty Board which offered him some formal influence.

In the Faculty of Engineering and Computer Technology, the hours agreed by the Dean for the responsibilities of the decentralised staff developer had been reduced considerably, so that there was no longer a half-time appointment as there had been, three years earlier (Hayes, 1989). The decentralised staff developer had been obliged to increase his teaching duties, because his Head of Department had been particularly resentful at the loss to the Department of the hours remitted for his part-time faculty post. Given that his responsibilities included being a deputy course director and completing a Ph D, he felt unable to fulfil his decentralised staff developer role, in little more than a token way. There was little support given to him organisationally for he was not included in

membership of any of the regular meetings of the Faculty, either formal, such as the Faculty Board or informal, such as the management team. Thus he worked to a great extent in isolation from his academic colleagues.

Practice

The activities of the three decentralised staff developers still in post corresponded largely with the product-orientated model of staff development which had prevailed three years earlier and described in chapter 7.

Thus the third consecutive decentralised staff developer in the Faculty of Engineering and Computer Technology had spent an important part of his time making physical alterations and decorations in the Faculty Learning Centre (Hayes, 1989). Its supervision, including that of the technician, occupied most of his time. To promote the Centre's further use, he was preparing a guide to its facilities for distribution to academic staff.

In the Faculty of the Built Environment, the decentralised staff developer was also kept busy with the management of the Learning Centre and administrative matters to do with the finance and acquisition of materials and equipment for it (Gardiner, 1989).

In the Faculty of Business Studies and Law, the decentralised staff developer used his time to promote greater use of the Learning Centre through several initiatives that he had taken (Nayar, 1989). He had circulated information about the facilities of the Learning Centre to his academic colleagues through a newsletter and other means. He had also organised a survey to determine staff expectations of the Learning Centre and sought feedback from staff by informal means. Some of the services of the Learning Centre, such as a newspaper cuttings service had been developed at his instigation. He had been responsible for securing a change in the staffing of the Learning Centre. Instead of a rota of library assistants seconded from the Library, a permanent library assistant was now in post and directly accountable to him. The new staffing arrangements had improved the services of the Learning Centre, in his view. Finally, he had been partly responsible for the successful completion of several projects

which had produced learning materials deposited in the Learning Centre.

In fulfilling their responsibilities, several of the decentralised staff developers encountered a common problem that was not very apparent three years earlier. The problem was tension and conflict which arose from the dual use of Faculty Learning Centres by staff and students. Thus in some faculties, staff resented joining long queues of students for the use of photocopiers. In one faculty, academic staff were reluctant to deposit learning materials in the Faculty Learning Centre because they were fearful of permanent removal by students and the loss that would be for their academic colleagues. These tensions were surmounted in various ways by the decentralised staff developers. The supply of several photocopiers had answered one of these problems, whilst the partitioning of part of a Faculty Learning Centre for the exclusive use of academic staff was another answer to essentially the same problem.

Some of the activities of the decentralised staff developers represented a small deviation from the product-orientated model which had prevailed from the beginning.

The decentralised staff developer in the Faculty of the Built Environment had started to produce aerial video cassette recordings with a view to their commercial sale. This incipient entrepreneurial model had been encouraged by the integration of the Learning Centre into the Development Centre, which had a task of promoting research and consultancy which encompassed an entrepreneurial purpose.

In the Faculty of Business Studies and Law, the decentralised staff developer felt that he had largely fulfilled his responsibilities for the Learning Centre other than for routine maintenance. As a result, he had made proposals to his Dean for a widening of his activities to encompass student evaluation of courses, study skills for students and workshops in teaching and learning methods for staff. He was interested in his practice as a staff developer evolving further to meet staff needs and that suggested a diversification of activities for him.

Notwithstanding these divergent activities, the decentralised staff developers, including those in the Faculties of Art and Design and

Education prior to the lapse of their posts, had performed tasks that had adhered closely to the product-orientated model.

Revision of the EDU

More than three years after decentralised staff development had been institutionalised at Birmingham Polytechnic, changes had been made in the responsibilities and activities of the EDU, which had repercussions for decentralised staff development. The changes that were made expressed a shift in the balance of support from the 'partnership' model to the 'management' model and from the eclectic model to the entrepreneurial model.

The changes that were made were a result of a review of the EDU that was conducted by the Directorate and presented in January, 1988 (Appendix 7)

The EDU informed academic staff of the main changes in section 1 of a brochure, The Learning Methods Unit: Its Role and Services (Appendix 8) although it was extremely brief on the curtailment of the Unit. That curtailment was most strikingly apparent to visitors, very abruptly at the start of the summer term in 1988. Effectively its 'shopfront' was removed. Thus the spacious and accessible accommodation which displayed information and various pieces of equipment and materials, which were easily usable by visitors, disappeared and was transformed into offices for general purposes. The curtailment of activities by the EDU, included the Learning Projects Support Scheme (Farmer, 1989), contrary to the erroneous information given in its new brochure (Appendix 8), and closure of its sub-unit to promote distance learning, the Open Learning Unit. The change that was of greatest significance for decentralised staff development was the transfer from the EDU of responsibility for substantial amounts of equipment and its maintenance by technicians, usually referred to as media services. These services were transferred to the faculties and deans mainly and to a small extent to a new Central Marketing Unit which was responsible to the Directorate. Accompanying this particular change, meetings of the decentralised staff developers which had been convened by the EDU were terminated. The EDU became accountable to the assistant director responsible for

external affairs instead of the assistant director responsible for academic planning.

In the revision of the EDU, greater emphasis was placed upon external and promotional activities than before. That was coupled with more of a contractual or market relationship with academic staff within the Polytechnic. For although some of the functions that it had always performed were still freely available, such as the induction course for new staff and individual professional consultation, activities such as study skills sessions for students and teaching methods seminars and workshops were now only available subject payments being made to the EDU. These payments could be made internally through the approval of heads of department or deans for a transfer of expenditure or indeed externally by other institutions requesting and paying for the range of services that were available to them.

The revision of the EDU represented an encroachment of the 'management' model upon both the 'partnership' model and the 'shopfloor' model' of staff development. For staff could no longer approach the EDU and obtain in principle, virtually the full range of its services. Other than for some advice and information that was still individually available, the approval of heads of departments or deans had to be obtained for the transfer of expenditure to the EDU to finance the provision of its services. Equally, the EDU could no longer freely initiate activities other than minimal advice to individuals, without the authorisation of expenditure by a manager in the Polytechnic. Thus initiatives both of staff and the EDU had become subordinated to the ascendancy of managers.

The two centralised staff developers still identified themselves with the eclectic model although they felt that the trainer element within that model had been enhanced (Farmer, 1989; Eastcott, 1989). They viewed the loss of the media services as a gain, for it removed time consuming, difficult, and unsatisfying budgetary activities. They regretted the loss of the Learning Projects Support Scheme for they regarded it as providing scope for worthwhile consultative work. Nevertheless, they had been able to maintain this activity through the use of funds obtained as a result of the way by which most of their services were now financed. They were confident of increasing this

activity in the future. They were maintaining a wide range of activities such as the part-time teacher training that they managed and research. They had submitted a proposal to the Further Education Unit, which had sponsored an earlier research venture, for further financial support. They had also extended their activities into consultation over general educational management matters with a report undertaken for the Dean of the Faculty of Engineering and Computer Technology on various aspects of management within the Faculty. Changes in their activities as a result of the revision made to the Unit were a much greater volume of external work, far less individual professional consultation, and largely responding to demands that were made by deans and heads of departments.

They felt that the benefits of the revision were a professional enhancement from the challenge and variety of external work and engaging in much more sustained training activities from agreements over programmes of workshops rather than single events. The changes had made little difference to their relationships with the decentralised staff developers which had always been slight.

For the decentralised staff developers, the revision of the EDU had not influenced their activities and responsibilities. No changes in the demands from staff had been encountered or new duties assigned to them by deans as a result of the revision. Contact with the centralised staff developers was now very slight and occasional. They might be consulted on some matters of teaching methodology on behalf of academic colleagues. There was however some regret over the end of meetings which had formerly been convened for them and the process by which the revision of the EDU had been made. The meetings which had been regularly convened for them were felt to have been of value both through the information that was exchanged and the support given. They were able to learn about new equipment in other faculties of the Polytechnic which they might borrow or obtain for their own Learning Centre. They felt that they were kept well informed about various changes in some aspects of staff development throughout the Polytechnic and that the meetings did offer some encouragement and solidarity, which was little provided for within their faculties. There was also some regret that they had been excluded from

consultations about the revision of the EDU inasmuch as they had had no influence over the distribution of equipment to faculties.
The changes made to the EDU and implicitly for decentralised staff development were decided by the Directorate. Its perspective was of paramount importance to the institutionalisation of decentralised staff development.

The Directorate

The revision of the EDU was the most conspicuous change that occurred in staff development arrangements at Birmingham Polytechnic since the introduction of decentralised staff development three years previously. The revision was decided by the Directorate whose support for the 'management' model over the 'partnership' model was most evident.
The Directorate's strategy since 1985 attached importance to devolution of management to faculties, as reported in chapter 11. As part of that strategy, it was decided to review one of the few centrally administered services, the EDU. The impetus for the revision may be attributed to the continuing influence of new ideas in the environment external to the Polytechnic, exemplified by the Jarratt Report (CVCP 1985) and its emphasis upon sound management involving clear accountability.
The review was conducted by the Assistant Director who had not long succeeded her predecessor in responsibility for staff development. Unlike her predecessor, who had been a major contributor to events leading to decentralised staff development, she shared the perspective of her Directorate colleagues in being uncommitted to the 'partnership' model.
Although the report of the review was presented in January 1988 (Appendix 7) the implementation of its recommendations had already begun several months earlier and were completed in April 1988.
The way in which the review was conducted was telling. Although the centralised staff developers were consulted at length, no consultation was made with the decentralised staff developers or with academic staff other than in one faculty apparently, with no details of the process given in the report (Appendix 7 p.2). Neither was any reference made in the report to the regular meetings for the

decentralised staff developers which had been convened by the EDU for over two years, at the behest of the Directorate initially and described in chapter 10. These meetings were allowed to lapse at the start of the review and their purpose and passing was not mentioned in the report. Whilst academic staff had almost no influence on the report, it is clear from the individuals identified as having been consulted, that the senior manangement of the Polytechnic were the main influence.

The views of the Students Union were obtained in a letter (Appendix 49) after the report was presented and copies were circulated to deans. For reasons unknown it omitted reference to the Learning Centres in the Faculty of Education and the Faculty of Art and Design. The main point that stands out in the views of the Students Union is the modest help given by the Faculty Learning Centres to students and their evident disappointment or scepticism of the value of the facilities therein.

The report did recognise some of the confusion and ambiguity that had developed over staff development responsibilities, particularly those surrounding the Learning Centres and which have been reported in earlier chapters of this thesis. However it chose not to simplify and rationalise that confusion within the 'partnership' model but instead to enhance the application of the 'management' model in staff development matters within the Polytechnic. Recommendation 5 of the report, (Appendix 7 p.9) clearly asserted the 'management' model in identifying the deans of faculties for the transfer of responsibility for the management of the Faculty Learning Centres. The omission of any reference to the decentralised staff developers in this context was an overt indication that the Directorate did not wish to uphold the 'partnership' model within faculties.

Indeed the 'partnership' model was given only limited support generally as was manifested by recommendation 8 of the report (Appendix 7 p.10). The implications of this recommendation were that unless managers within the Polytechnic approved financial expenditure for activities provided by the EDU within a fixed period of time, the EDU should cease to function. Thus support for the 'partnership' model was given contingent upon the primacy of the 'management' model.

The support that was given was quite capable of being withdrawn should managers consider the activities offered by the centralised staff developers unsuitable or inadequate.

Indeed the report was critical of the eclecticism of the EDU when it referred to 'the very diversity of its functions' which 'clouded the perceptions across the Polytechnic of both the role of the unit and the services it can provide' (Appendix 7 p.7). As the survey of staff reported in chapter 12 did not confirm that perception it is thought that the cloudiness was largely in the eyes of the deans and the Directorate who wished to secure direct control of those aspects of staff development which had hitherto been a delegated responsibility. Support for the 'partnership' model by the deans was not strong from the beginning, as reported in chapter 8. The eclecticism of the EDU was recommended for curtailing and by implication, the 'partnership' model for trimming. Thus a narrower and more precisely defined range of tasks were identified for the EDU.

The Assistant Director who prepared the report, maintained that the Directorate was not opposed to decentralised staff development (Green, 1989). Deans and faculties were required to submit plans for the academic development of faculties which should include staff development. However the detailed implementation of these plans was open to the management of faculties to determine. Thus the appointment of decentralised staff developers was a matter entirely for deans and faculties to decide. The Directorate's concern was simply that faculties made plans for staff development that were acceptable and then fulfilled them. How faculties decided to manage their Learning Centres was a matter for them to decide, as were the details of other aspects of staff development. As diversity characterised the faculties, she thought that it was inappropriate for the Directorate to impose detailed arrangements on them for the promotion of staff development.

Although the approach articulated by the Directorate was ostensibly non-committal about staff development arrangements, in effect it represented an important retreat from the support given to the 'partnership' model some years earlier, by the Directorate of the time, and reported in chapter 5. Whilst the 'partnership' model was

not completely rejected nor had earlier fears of many who were closely involved, concerning the abolition of the EDU been realised, the new arrangements for staff development were most emphatically aligned with the 'management' model. Deans and heads of department were given full encouragement to absorb staff development responsibilities into their general managerial brief. Any departures through assigning specialist responsibility to academic staff were accepted but were not encouraged as being the norm. Thus when the activities and accommodation of the EDU were curtailed by the Directorate, some of the surplus resources were transferred to the Faculty of Computing and Information Studies to satisfy its long-held aspiration to have its own Faculty Learning Centre. No appointment of a decentralised staff developer responsible for the management of this Learning Centre was made. This decision contrasted with the earlier period in Polytechnic history when faculties were obliged to appoint decentralised staff developers to accompany the opening of Faculty Learning Centres.

Innovation Theory

The erosion of decentralised staff development at Birmingham Polytechnic only three years after its introduction becomes more explicable and understandable when innovation theory is used for analysis.

For simplicity, one theory only, the model of adaptive development postulated by Lindquist (1978) and used for analysis in chapter 6, will be employed.

The failure of decentralised staff development to be a sustained institutional innovation is attributable to the five key factors in the model, linkage, openness, leadership, ownership and rewards.

The main means for linkage for the decentralised staff developers was through the meetings convened for them by the EDU. These meetings connected the decentralised staff developers with one another and with the wider Polytechnic. When these meetings were terminated after two years, no important means of linkage for the decentralised staff developers remained.

Openness was not pronounced in the way that staff development was reviewed by the Directorate. For neither the decentralised staff

developers or academic staff generally were consulted about changes in responsibility for staff development.

Leadership was demonstrably important in the erosion of decentralised staff development at Birmingham Polytechnic through the decisions of the Directorate. A new Directorate withdrew support for decentralised staff development which also mobilised the factors of linkage and openness. The extended 'partnership' model was eschewed in favour of increased management responsibility for staff development. In exercising their responsibility for staff development, the deans tended to follow the lead given by the new Directorate.

The factor of ownership can be clearly identified in the process of erosion. The decentralised staff developers were never extensively owned by their faculties, for they were in many respects outsiders as described in chapter 9. Ownership of the innovation by academic staff was little shown. Thus consultation with the decentralised staff developers by academic staff was on average infrequent or never in most faculties as shown in Table 12.17. Most importantly, decentralised staff development was a system inherited by a new Directorate from its predecessor. The new Directorate had played no part in the making of the system. It was divorced from the conception of decentralised staff development and the expectations associated with it. In effect therefore, the Directorate had no ownership of the system.

As far as rewards were concerned, the decentralised staff developers offered rewards through the facilities of Faculty Learning Centres. Academic staff in most faculties were satisfied with these facilities on average, as shown in Table 12.14. However the rewards were still available to academic staff when decentralised staff development appointments ceased or were curtailed. For Faculty Learning Centres continued to satisfy the professional needs of academic staff under the more direct control of deans.

The failure of the innovation of decentralised staff development to be sustained at Birmingham Polytechnic can be explained therefore by innovation theory, of which Lindquist's model of adaptive development has been shown as a helpful example.

Views on the Role of Decentralised Staff Developers

When the views of the Directorate, the EDU, and the decentralised staff developers were obtained in response to the paper, Academic Staff and Faculty Learning Tutors at Birmingham Polytechnic (Appendix 6), some divergence and some agreement in opinion was shown.
For the Directorate, the Assistant Director for Staff Development, was not very forthcoming in commenting on the role of decentralised staff developers (Green, 1989). Whilst she expressed no strong disagreement with the paper, (Appendix 6), it was for her an assessment of an exercise that had been superseded by subsequent events. She was unwilling to discuss the details of the role of decentralised staff developers when there was no stipulation upon faculties to appoint them. Her concern was that faculties participated in the planning process and that in so doing, staff development was encompassed. Effective management by deans and heads of departments was for her of the essence in promoting staff development. Whilst she was prepared to accept that some faculties might decide that it was best to appoint decentralised staff developers, she did not want to debate the details of how they might best fulfil their responsibilities. She maintained that management was best able to reconcile faculty and personal aspirations, although she did concede that staff development within the Polytechnic did require greater attention by faculties and that a more sophisticated process of staff appraisal was probably needed.
The two centralised staff developers differed to a small extent about the role of decentralised staff developers.
The head of the Unit maintained that the original concept of the decentralised staff developer was more than a provider of tools technology (Farmer, 1989). He was not surprised at the failure of the role in practice to fulfil its promise. Lack of support and belief by management and the limited qualities of some of those appointed to the posts had imposed limits on its success. In any event his knowledge of the wider higher education system told him that staff development was a difficult process to promote, with much against it. However, the decentralised staff developers had largely opted for the easy side of the job. He thought that the credibility of decentralised staff developers was necessary for them to be successful. He was of the view that there was scope for decentralised staff developers to fulfil

an eclectic role successfully, provided that the conditions were propitious.

His colleague in the EDU was open-minded about the possibilities for a decentralised staff development role (Eastcott, 1989). She agreed that there was much unmet need amongst academic staff and that the product-orientated model which had been prescribed for the decentralised staff developers had probably not been the most suitable allocation of responsibility. There were advantages however, with centralisation of staff development, in the specialisation that it could afford. She was undecided about the possibilities for decentralised staff development roles.

The major point of agreement amongst the five decentralised staff developers was to uphold the achievements of their posts. In support of this claim, reference was made to the improvements that they had secured for the benefit of academic colleagues in their faculties. Many services had been developed in the Faculty Learning Centres that had represented real gains for academic staff in the extended and improved range of technical assistance upon which they could rely. One decentralised staff developer elaborated further by referring to the time consuming but highly vital liaison that he maintained with technicians throughout his faculty to ensure provision of adequate services in more than just the Faculty Learning Centre.

A second and major point of agreement amongst the five decentralised staff developers was that in starting and maintaining a Faculty Learning Centre, considerable benefits had been brought to students. Indeed it was held that students were the major users rather than academic staff of at least some of the Faculty Learning Centres and had benefited very much from the facilities that were provided. Thus it was asserted by the decentralised staff developers that minimal staff use was counterpoised by considerable student use. However, the decentralised staff developers seemed oblivious of the opinion expressed by students in the letter from the Students Union to the Directorate about Faculty Learning Centres (Appendix 49). It did not uphold the view of the decentralised staff developers that students were frequent and appreciative users.

A further point of agreement amongst the decentralised staff developers, although less explicitly, was the view that activity to promote equipment and materials was an appropriate first stage in establishing a decentralised staff development role. For it provided tangible and understandable help to staff that could meet needs of which they were aware. Credibility could be earned by the decentralised staff developer from doing this and that would enable him to take initiatives subsequently that were broader and likely to be accepted by staff.

The idea of an eclectic role for decentralised staff developers was supported by three of the decentralised staff developers. They agreed with the facilitator role. Two of them felt that their occupation of the role had been constrained by the lack of support of deans and heads of departments. Additionally there had been much lack of support and resistance from academic colleagues to participation in activities that had been initiated, because they felt that they had little to gain from them. For one of the decentralised staff developers who supported the eclectic role, its fulfilment presented him with difficulties. For although he aspired to fulfil a wider brief, he lacked confidence and experience to carry it out (Hayes, 1989). The eclectic role was seen, in general as being a worthwhile and positive way of promoting staff development by three of the decentralised staff developers.

The two remaining decentralised staff developers emphasised that they had not been expected to fulfil such a role nor had they sought to. One was unwilling to declare himself on an eclectic role for he needed time to deliberate on it (Harris, 1988). The other, whilst not expressing total opposition, identified several difficulties and reservations about its fulfilment (Gardiner, 1989). There were problems of expertise, credibility and time. To gain the credibility of academic colleagues in fulfilling a broader role, some greater expertise than he now possessed, would be necessary. In fulfilling a more eclectic role which encompassed teaching and learning methods, there would be insufficient time to do both that and discharge existing responsibilities. Finally a broader staff development

emphasis to the role would jeopordise meeting the needs of students which were currently well served.

Conclusion

More than three years after its introduction to Birmingham Polytechnic, decentralised staff development had been reduced to three faculties only and the EDU had been curtailed. Responsibilities for staff development had been transferred to the deans and heads of departments. This institutional erosion of the 'partnership' model had been brought about by a Directorate very different in composition and perspective to that which had introduced decentralised staff development. The Directorate had asserted the ascendancy of the 'management' model and was uncommitted to the 'partnership' model. The institutional erosion is well explained by innovation theory, specifically, Lindquist's model of adaptive development. The decentralised staff developers in post were still largely exponents of the product-orientated model. However, amongst the five individuals last in post as decentralised staff developers and the two centralised staff developers, there was support for an eclectic role, albeit with some neutrality and reservations.

CHAPTER FOURTEEN

COVENTRY POLYTECHNIC AND DECENTRALISED STAFF DEVELOPMENT

Introduction

In chapter 3 it was stated that as a result of information obtained informally, it was understood that Coventry Polytechnic had introduced decentralised staff development. Accordingly, it was decided to conduct another case study to yield further information about the models of staff development practice, the relationship between the practitioners of the 'partnership' model and the arrangements made to extend the 'partnership' model throughout the institution. The three interviews which were arranged with accompanying documentation identified the internal scheme of secondment of academic staff to the centralised staff development unit as the innovative means for extending the 'partnership' model. Therefore, the chapter addresses the scheme amd its implications for decentralised staff development.

The Scheme for Secondments

The sole centralised staff developer at Coventry Polytechnic proposed an innovation in the arrangements for staff development which was accepted by the Directorate for introduction in 1987. The innovation was for a scheme of half-time secondments of a year's duration, from each of the five faculties of the Polytechnic to the centralised staff development unit, the Learning Systmes Centre (Appendix 50).

Individuals who were appointed to the half-time posts would meet upto half of their existing teaching responsibilities and assume new staff development tasks. These tasks were defined as threefold: to identify scope within their department or faculty for staff development activity and to promote it; to carry out a specific project which would produce a change in teaching and learning; to participate in the activities which the centralised staff developer promoted.

The innovation was conceived as a means of increasing opportunities for academic staff to innovate in their work and to provide assistance for the centralised staff developer to carry out his responsibilities. Ideas for the scheme were inspired by discussions in SCED (Cox, 1989). The experience gained from the introduction of a small projects scheme in 1985, based on the staff release scheme pioneered by Brighton

Polytechnic (Cox, 1987), was clearly a major influence on the secondment scheme also.

As far as the decentralised staff development role was concerned, it is very apparent from the information that was available to staff (Appendix 50), that whilst the proposal had the virtue of considerable openness, it also had the vice of lacking any guidance or expectation about the definition of the role. For no clear model of staff development practice was implied. The proposal for decentralised staff development activity was not at all foremost in the scheme for secondments which was essentially a hybrid. For it combined three separate principles of staff development: the role of decentralised staff developer, staff release, and additional assistance for the promotion of centralised staff development activities.

The significance of the scheme for secondments was that it represented some consolidation of the 'partnership' model within the institution, for as a single-handed practitioner, the centralised staff developer was fairly limited in the range of activities that he promoted. Academic staff who were already familiar with the centralised staff developer through some form of shared interest came to be appointed to the posts from four of the five faculties for the first year beginning in September 1987. For the second year of the scheme beginning in September 1988, eight appointments were made from all five faculties to the half-time posts, two of which were renewals from the first year.

Implementation of the Scheme

The implementation of the scheme was managed by the centralised staff developer through weekly meetings between himself and those who had been seconded. At first the meetings were formally organised with a printed agenda and recorded minutes. This formality was soon abandoned when it was considered unnecessary as a means of informing the Directorate, whose interest was not strong. The weekly meetings were the means by which those seconded and the centralised staff developer exchanged information and gave mutual support for their common endeavour.

The meetings were primarily focussed upon the projects that each of those seconded were developing and which was their major motivation

for the secondment. Indeed for most of those seconded, the project represented a continuation of work which they had already begun. During the second year of the scheme when the number of those involved was larger, it was agreed to divide the weekly meetings into two, to better facilitate discussion of the two major common interests. The two meetings were associated with curriculum development and access and continuing education.

Attendance at the weekly meetings was not restricted to those on secondment. Other academic colleagues who were known to be interested in the two subjects were included occasionally. By the end of the first year progress had been made with the four projects. Thus study skills had been developed for computer courses; some progress had been made in the revision of BTEC courses in business studies; progress had been made in making access courses in engineering ready for approval by the Polytechnic and learning packages had been produced for art and design purposes.

Interestingly, the small projects scheme introduced to Coventry Polytechnic in 1985 and based also on the staff release principle (Cox, 1987) was continued simultaneously with the secondment scheme. Because the former scheme promoted projects that were less substantial in aims and scope than the latter scheme, the centralised staff developer had few demands made on him for support from it..

Demands for help with centralised staff development activities that were made of the seconded individuals were few. They continued to help the centralised staff developer in small occasional ways just as they had prior to secondment. One such way was through contributing to the induction course for new academic staff to the Polytechnic and discussing matters of common interest with the centralised staff developer. During the first year of the secondment scheme only one new activity was promoted with the assistance of those seconded. A study skills programme was arranged for a whole week for students and organised on a rota basis through a 'clinic'. During the second year of the secondment scheme the centralised staff developer made no specific demands for assistance from his part-time colleagues. He refrained from doing so for two reasons. He had been relieved of some of the burden of his work by the appointment of a part-time

administrative assistant. He also felt unable to make more demands upon his seconded colleagues because he considered them to be hard-pressed to complete their projects and also continue to fulfil substantial customary duties within their departments.

The very busy time that his part-time colleagues had, also led the centralised staff developer to take no initiatives to encourage them in their decentralised staff development role. He was keenly aware that their primary objective was to complete or make significant progess with their projects. He also took the view that the projects were valuable developments which would bring benefits not only to those individuals directly concerned with them but the wider Polytechnic.

No interest was shown by the seconded individuals in developing the decentralised staff developer role and it was not raised for discussion with the centralised staff developer either individually or by the group. Any decentralised staff development activity that was pursued was extremely slight. The experience of two of the seconded individuals indicate that little was undertaken in this role.

One of the seconded individuals who was interested in the decentralised staff developer role found that there was no interest or support from colleagues, his Head of Department or the Dean of his Faculty for him to fulfil that role (Horsman, 1989). Indeed he found considerable resistance to his secondment so that he was only modestly successful in completing his project which was to assist in the revision of several courses for external approval.

Another of the seconded individuals was successful with his project for promoting greater access to the Polytechnic through the modification of courses outside it which were accepted for admission. He was able to promote decentralised staff development activity a little. Thus he organised several seminars for academic colleagues, mainly in his Department. The purpose of the seminars was to transmit knowledge about course design. He was also on occasions consulted by his Head of Department about matters of staff development. For this seconded individual, the decentralised staff developer role was only slightly less marginal than his peer. Prior to his secondment, he had arranged seminars in his department with the help of the centralised

staff developer (Lowe, 1989). Thus the secondment had simply maintained his informal decentralised staff developer role which accorded with the prescription-orientated model of practice.
In general, those who were seconded did not pursue the decentralised staff developer role, nor were they encouraged so to do from any quarter. They were primarily involved with the completion of a project and not with being a consultant of any particular practice orientation, to their academic colleagues. Although the centralised staff developer as the architect of the secondment scheme originally intended to promote decentralised staff development, he was in no way disappointed by its failure to be realised. For he considered that the scheme had produced some very important and tangible changes in staff development, the influence of which would be diffused throughout the institution albeit through informal and unsystematic activity.
His view of the staff release principle was apparently symptomatic of the view of Gibbs that it is "a more cost effective method of bringing about change than employing more educational development consultants " (1987b, p.36). However, evidence of the influence of the scheme upon the professional development of academic staff at Coventry Polytechnic was not available.
When the case study was closed it was understood that the scheme for secondment was unlikely to remain the same in the future, for it was under review by the Directorate. It was expected that the purposes of the scheme would be altered to achieve organisational change which the Directorate planned for the future of the Polytechnic.

Conclusion

The appointment of decentralised staff developers was proposed in a scheme for the secondment of academic staff to the centralised staff development unit at Coventry Polytechnic. In the course of implementation, the proposal lapsed in favour of staff release, a rival principle embodied in the scheme, which was considered of greater value. As a result, the arrangements for staff development at Coventry Polytechnic resemble those currently at Brighton Polytechnic which were approximated to the 'shopfloor' model in chapter 4. The models of staff development responsibility are evaluated in chapter 16.

CHAPTER FIFTEEN

THE PRACTICE OF STAFF DEVELOPMENT

Introduction

In this chapter, the product-orientated, prescription-orientated, process-orientated, problem-orientated and eclectic models of staff development practice, first recognised as significant in chapter 2, are evaluated from evidence about them which has been reported in later chapters. The evaluation is made to determine the relative advantages and disadvantages which arise from adoption of the respective models by decentralised staff developers seeking to meet the professional needs of academic staff. The entrepreneurial model first recognised as important in chapter 7 is also discussed. The three macro models of staff development responsibility are evaluated in chapter 16 and conclusions are drawn about the role of the decentralised staff developer in the future in chapter 17.

The Product-Orientated Model

The product-orientated model offers material resources to academic staff, in order to bring about improvement in professional competence. The product-orientated staff developer is responsible for the acquisition and management of a wide range of material items such as audio-visual aids, printed materials and computers and instructs his colleagues in the best use of these facilities to solve the problems that they present to him. The product-orientated staff developer is very knowledgeable about many aspects of equipment and materials, which he places at the disposal of his colleagues. This model has the benefit of having been well-established historically. For support given to it by the Brynmor Jones report of 1965 encouraged the appointment of staff developers in higher education institutions who were responsible for promoting the use of technological aids.
Three assumptions are embodied in the product-orientated model. The first assumption is that academic staff will welcome the very direct and tangible benefits of the product-orientated staff developer and will positively utilise his very practical services for the purposes of professional improvement. Within this assumption is the implication that without the product-orientated staff developer, there may be difficulty or delay in securing the benefits for academic staff

of the latest technological devices suited to higher education. The second assumption is that academic staff attach high importance to equipment and materials for they offer significant means for improving professional capacity. Accordingly staff development practice has to give a priority to such attachment. The third assumption is that the product-orientated staff developer, from a basis of very specific technical matters, will develop a relationship with his colleagues which will broaden out to more fundamental matters of professional concern. Staff development by stealth is the essence of the assumption here.

In contrast to the assumptions or claims of the product-orientated model, a major weakness with which it is associated is that it offers only a very restricted, superficial or even inappropriate assistance. Thus it is seriously deficient in the professional help that if offers to academic staff.

At Birmingham Polytechnic, the product-orientated model was practised by some staff tutors and was the micro model which was proposed (Appendix 23) and which prevailed subsequently amongst the decentralised staff developers at the same institution. Its practitioners overall, shared all three assumptions or claims made by the model. Evidence from the same institution provides some illumination of the assumptions made in the model.

The first assumption made in the model about use of material resources is given some support. Thus as a result of the activities of the decentralised staff developers in creating and managing Faculty Learning Centres, academic staff in three of six faculties visited their Centres on average, very or fairly often (Table 12.12). Use was made by academic staff of most of the major facilities in the Faculty Learning Centres (Table 12.13). Moreover, academic staff on average, were contented with their Faculty Learning Centres and felt that they gave them some helpful assistance (Table 12.14). Indeed in the two faculties where there was dissatisfaction, it was because either there was no Faculty Learning Centre or the one that was available was considered to be under-resourced (Tables 12.14 and 12.15).

The second assumption about the value attached to equipment and materials does not receive much support. Thus when academic staff

were asked to rate the importance of ten factors in assisting them to make changes in their work, the factor of equipment and materials was rated only as fairly important, together with five other factors (Table 29). Academic staff did not distinguish material assistance as of overriding importance for their professional development.

The third assumption of a broadening consultative role is not supported. Thus academic staff on average, consulted the product-orientated decentralised staff developers very little and when they did it was largely confined to equipment and materials (Tables 12.17 and 12.18). There was little progression in consultation from specific and technical matters to professional matters that were of wider and more profound importance. The lack of progression might have been a consequence of a lack of competence or skill on the part of the decentralised staff developers. It is unknown if that was the case.

For most of the decentralised staff developers practising the product-orientated model, the failure of their role to evolve to a broader model of staff development practice was a matter of some dissatisfaction. Staff did not expect from them assistance other than with equipment and materials. The comment of Boud and McDonald that "people working with this model are likely to be limited in their effectiveness by the image that they have created in the rest of the education community" (1981, p.4) seems particularly apposite. The product-orientated model does not permit for other than a narrow and limited consultative role for decentralised staff developers.

The major weakness of the product-orientated model of narrowness is supported by evidence from Birmingham Polytechnic. Thus when academic staff were asked to rate the importance of several factors for assisting with change in aspects of their work, on average, they showed that four factors were highly important and six, of which equipment and materials was one, were fairly important (Table 12.29). In effect, therefore, a multiplicity of factors were considered by staff as being helpful for them professionally. By implication, professional assistance that addressed the single factor of equipment and materials only satisfied a small portion of the professional needs of academic staff.

A further indication of the inappropriateness of the product-orientated model is shown in the substantial dissatisfaction expressed by academic staff, albeit a minority, with seven major aspects of their professional competence (Table 12.31). For the product-orientated model does not appear as a very suitable model for staff developers intent upon diminishing that dissatisfaction with professional competence. A wider range of activities promoted by the decentralised staff developer are suggested as being necessary rather than assistance with equipment and materials alone.

Overall therefore, the product-orientated model can only be modestly commended for the role of decentralised staff developers. Whilst the model may succeed in promoting greater use of material resources, such resouces only provide a partial contribution to satisfying the professional needs of academic staff. The model confines consultation to matters of material assistance. Yet there are various professional needs that academic staff wish to satisfy. Material resources are but one single factor of several, which academic staff consider as important for promoting their professional development.

The Prescription-Orientated Model

The practice of the prescription-orientated model involves the staff developer in a relationship with his academic colleagues which is likened by Rutherford (1982) to that of a doctor and patients. The model upholds the staff developer as an expert who alone, is entirely capable of diagnosing various staff development problems and determining the most suitable treatment for remedying the problem. The major assumption or claim made by the model is that professional development can be furthered through the conformity of academic staff with the guidance and direction of an expert who is distinguished by the knowledge or expertise that he has accumulated. Formal training courses which are fairly didactic or instructional represent an important expression of the model. In support of the model, Brown and Atkins (1986) conclude that academic staff welcome high quality training courses and quote Moses (1985a) with approval, that well-organised prescriptive training activities can satisfy the professional needs of academic staff.

Criticism of the model points out two major weaknesses. The first is the one-sided nature of the relationship between the staff developer and academic staff. Because academic staff are required to comply with the specifications of the staff developer, they are likely to be resistant to the activities of the prescription-orientated staff developer. Thus both Hewton (1982) and Bligh (1982b) warn of the resistance of academic staff to professional activities which are imposed. The prescription-orientated model fails to have proper regard for the adult status of academic staff or for their prior learning. As adults, academic staff will wish to share in decisions about their professional development and to be active participants rather than passive recipients in such activities. They have much learning that they will wish to use. The model makes light of their prior learning or their acceptance or consent to what is prescribed. Accordingly, it seriously jeapordises the prospects of effectively influencing staff. The model conspicuously emphasises that academic staff are in the role of learners. As such, Bligh (1982b) points out that many academic staff will be threatened when they are divested of their authority, status, expertise, and power. Little learning is likely to be result.

The second weakness of this model, as Rutherford (1982) points out, is the breadth of expertise that is assumed in its exponents. It does not seem feasible that exponents of the prescription-orientated model will have a sufficient commanding knowledge of all aspects of professional development for them to be able to provide definitive answers to all problems that are presented to them. For the sheer complexities of teaching and learning and its social and organisational milieu does not seem susceptible to definitive answers from a single source unless deceptively simple and universalistic formulae are proffered. Nor is the prescription-orientated model likely to be able to respond adequately to the multitude of disciplinary cultures identified by Hewton (1982), which characterise academic life. Essentially therefore the prescription-orientated model is liable to offer an insufficiently sensitive, flexible or personalised approach to staff development.

The evidence from Birmingham Polytechnic provides some qualified support for the model for it does meet some of the professional needs of academic staff. Academic staff showed on average, that they considered that three factors that were most indicative of the prescription-orientated model, advice, information and training were fairly important in assisting changes in aspects of their work (Table 12.29). Whilst some endorsement of the prescription-orientated model was shown, it is also clear from the importance attached to other factors that the prescription-orientated model is supported as a contribution to staff development rather than the answer. The prescription-orientated model as a contribution rather than the answer to professional development is also indicated in the expression by academic staff of their feelings of dissatisfaction with aspects of their professional competence (Table 12.31). The aspects about which there was varying but substantial dissatisfaction do not appear to be susceptible to remedy through the application of the prescription-orientated model alone.

The weaknesses of the model are substantiated by the evidence from Birmingham Polytechnic. Thus the prescription-orientated model characterised the proposal on paper for professional tutors (Appendix 10) and even more emphatically in practice. As a result, the threatening features of the model were perceived as dominant and there was minimal adoption of the proposal. Subsequently, the proposal on paper for staff tutors implied adoption of the model (Appendix 13) which also stimulated considerable opposition prior to its nominal acceptance. Later on, the prescription-orientated model was only represented slightly amongst staff tutors in practice and was abandoned entirely in the third successive proposal for decentralised staff developers at Birmingham Polytechnic (Appendix 23). None of the decentralised staff developers in practice subscribed to the model. The weaknesses of the model made it unpopular with academic staff and stimulated opposition to its adoption which was to a large extent successful.

Overall, it appears that the prescription-orientated model can make a useful contribution to the role of the decentralised staff developer. Academic staff do value for their professional development the general

guidance, advice and knowledge through practical training that the model dispenses. However, the model has to be applied in appropriate circumstances for it to be of value. A recognition of the contribution of the model is made in the training of university teachers where the code of guidance distinguishes between training activities which are recommended for less experienced staff and workshops and seminars for experienced staff (CVCP 1986). The model therefore seems suitable for some purposes or occasions such as induction or where some instructional activity is necessary. However, it is insufficient as the entire basis for staff development activities promoted by a decentralised staff developer. For the weaknesses of it mean that it cannot satisfy all the professional needs of academic staff.

The Process-Orientated Model

The process-orientated model offers to academic staff greater understanding and skill in human relationships and actions. The model attaches great importance to the individual and his needs. Thus there is a recognition of individual differences and according to Main (1985), a keen responsiveness to the diversity of learning styles of adults. Practitioners of the model arrange individual discussions and informally organised training activities. In the activities which he organises, the process-orientated practitioner shares much of the responsibility with academic staff for the diagnosis and remedy of problems. Indeed the practitioner seeks to build up the independence and self-reliance of staff so that they are capable of resolving problems by the use of their own personal resources.

A central assumption of the model is the critical importance attached to the factor of self-motivation for effective action to secure professional improvement. Informal in approach, the model stresses experiential learning, self-awareness, inner feelings and the importance of personality. The model thus offers opportunities which may be few in the daily organisational life to review and attend to personal performance of professional duties. The model particularises and personalises the processes for professional improvement. The model is well suited for the occupation of teaching in higher

education because it is characterised by personal autonomy and the employment of inter-personal skills.

Criticism of the model highlights four weaknesses which are intrinsic to it and concern the association with personal problems, the responsibility of academic staff, the time required and the institutional context.

Boud and McDonald (1981) refer to the association of the model with problems and weaknesses or inability to cope rather than as a positive and constructive activity. Rutherford (1982) too concludes that the training activities in British universities that have been associated with the model have not received an encouraging response from academic staff. Therefore, although proponents of the model uphold it as being appealing and non-threatening to academic staff, it is considered to be very discouraging and threatening to many.

The model may place more responsibility upon academic staff and a greater obligation for their active participation than many are willing to give. An elaboration of this weakness is given by Moses (1985) who cites the advice of one staff developer against asking staff to identify their own professional needs as a basis for a programme of staff development. For the approach is not welcomed by all academic staff. She also observes that not all staff wish to be party to activities which encompass personal as well as professional development.

The time required to practise the model is a further limitation. For the time needed to recognise and respond adequately to individual needs may be very time consuming. The time given may be well used by those individuals who consult the process-orientated staff developer but such a service seems destined for delivery to a few only. Whilst a high quality service may be delivered, its value is somewhat diminished by its restriction to small numbers of academic staff. The influence of the process-orientated model accordingly, may be very small.

The final weakness of the model is its marginalisation of the institutional context in which individuals work. By emphasising individual needs, resources and self-development, the model relegates in importance those wider factors which impinge with great influence

upon individual behaviour. Thus the norms, customs, tasks, organisational obligations and expectations that surround the individual member of academic staff are minimised and made peripheral by the model. The organisational framework and social context may be neglected by the process-orientated model which is to the ultimate disadvantage of academic staff.

The process-orientated model was not at all conspicuous in the evidence from Birmingham Polytechnic although it did offer some support for the relevance of the model to meeting some professional needs.

The model commanded sufficient support for it to be recommended in the proposals on paper for the introduction of professional tutors (Appendix 10) and staff tutors (Appendix 13). It was subsequently practised by some professional tutors and staff tutors with success apparently. Despite that, it was not recommended for use by the decentralised staff developers (Appendix 23), nor was it practised by them.

Academic staff at Birmingham Polytechnic showed that the model could satisfy some of their professional needs. Thus they indicated on average, that the factor of personal satisfaction was one of four factors that was considered highly important in assisting change in aspects of their work in the future (Table 12.29). Indeed, it secured the greatest proportion of support in any of the four categories for any of the ten factors. It therefore seems reasonable to infer that for those academic staff who felt dissatisfied with aspects of their professional competence (Table 12.31), there was undoubtedly some scope for the process-orientated model of staff development practice to make a worthwhile contribution. For improvement in some of the seven aspects listed, for example guidance and counselling, could be brought about by activities promoted by a process-orientated practitioner which would satisfy some, if not all academic staff.

The conclusion that arises from evaluation of the process-orientated model is that it provides a useful approach for decentralised staff developers through its capacity to satisfy some professional needs of academic staff. Nevertheless, its undoubted limitations suggest that

by itself, it is not sufficient for the role of decentralised staff developers in promoting professional development in its entirety..

The Problem-Orientated Model

The problem-orientated model upholds the value of peer learning by academic staff as the way to secure professional improvement. Collaborative effort by academic staff, supported by the staff developer, in which common professional problems are investigated and solved, is the preferred mode of activity. The model casts the staff developer in the role of researcher and organiser who promotes joint research activity through pairs or groups. The working party is a key feature of the model.

The major assumptions of the model rest on its research character, the commitment generated and the tangible outcome.

The model invites academic staff to engage in joint research, an activity which many will be familiar with and have a respect for as Boud and McDonald (1981) and Rutherford (1982) point out. The activity has an appeal for academic staff because the research is fostered through mutual encouragement and support over a matter of common interest.

The model assumes active participation and commitment by staff as essential elements in activities which are promoted. It is further assumed that because the interest of academic staff is integral to the practice of the model, activity which is promoted is likely to be made relevant and meaningful to the participants. Because the academic staff share much of the responsibility for the activities that are engineered it is expected that there will be a satisfaction of their professional needs.

The model implies that a tangible outcome will be secured from the shared activity. It may take various forms such as a research report, new teaching materials or a new curriculum. As such, the outcome is one that can be widely reported and promoted or publicised to influence others. Essentially the kind of activity that is created by the model lends itself to being applied widely within the institution and not being confined to lone individuals.

Convincing though these assumptions may be, criticism of the model identifies three weaknesses: it ignores expertise, exaggerates the

appeal of mutual support and overestimates the capacity for commitment.

The model makes little use of the expertise, knowledge and solutions which are available in the literature or in the existing practices of academic institutions. It thus risks regularly re-inventing the wheel. So whilst it supports novel activity which may be valuable and motivating for the participants, it can be inefficient in disregarding well-established professional wisdom.

Although mutual support and encouragement for the purposes of research may be generated by collaborative activities, not all academic staff will welcome and respond positively to such a formula. Indeed, outside universities, research is less common and so the model will have less of an appeal. More fundamentally, however the criticism is made that the model underestimates the human and individualistic aspects of academic staff. Correspondingly, the appeal of the model will be much less than is assumed. Many staff will prefer to address their professional problems in an individual way rather than through a more co-operative or collaborative working method.

The final weakness of the problem-orientated model is that it assumes much more time, effort, skill and general commitment to the activities which are promoted than will be forthcoming. The demands of regular meetings may be as difficult for the staff developer to sustain as for his academic colleagues to fulfil.

Birmingham Polytechnic offers some illumination on the model. It was utilised to a small extent by staff tutors and valued highly enough to be recommended for the practice of decentralised staff developers (Appendix 23). The claim of the model to have an appeal to academic staff is given some endorsement. For academic staff on average, rated the factor of support and encouragement as highly important in assisting changes in aspects of their work in the future (Table 12.29). Accordingly some of the dissatisfaction that was expressed with aspects of professional competence could be remedied by activity that was characteristic of the model. The two aspects of projects and research and curriculum development appear to be most suitable for this approach.

Nevertheless, further evidence from Birmingham Polytechnic also confirms the weaknesses associated with co-operative activity and the commitment necessary. There was little problem-orientated activity which occupied the decentralised staff developers despite their brief to promote it (Appendix 23). The lack of such activity is attributable to the lack of appeal of the collaborative method both for academic staff and decentralised staff developers. The eventual dissolution of the working party in the Department of Sociology and Applied Social Studies was also occasioned by the failure of sustained commitment to its colloborative nature and possibly a lack of appeal to individual interests.

Overall the problem-orientated model seems to provide one element of a wider model for decentralised staff developers. For its limitations do not recommend the model strongly enough for practice on its own by decentralised staff developers. Other models seem necessary to complement the weaknesses of this one. For not all academic staff will respond positively to the problem-orientated model because it does not satisfy their professional needs.

The Eclectic Model

The eclectic or diplomacy model upholds that diversity and uniqueness characterise academic staff and the contexts in which they seek professional development. Further, academic staff will wish to obtain assistance for professional development on terms that they consider appropriate. Accordingly, the staff developer has to negotiate with academic staff to secure agreement over activities which he promotes. A corollary of negotiation is a capacity on the part of the staff developer to possess a repertoire of techniques from which he can select appropriately to solve problems of professional development. The central assumptions of the model are therefore diversity of professional needs, the necessity of negotiation and the potential use of a variety of approaches.

The model recognises the enormous complexity and diversity which comprises academic life in higher education. Many different factors may influence and constitute the problems which arise in the professional development of academic staff. There is thus a considerable uniqueness in the demands which are made of the staff

developer by academic staff. Lindquist (1978) offers a helpful simplification of the complexity in his analysis of academic staff as being many sided. They are rational, social, emotional and political creatures. There is thus no single cause or factor which determines problems of professional development. The multi-faceted nature of professional development is further highlighted by Kolb (1981). For he stresses that adults approach learning in a variety of ways. The complexity and diversity of cognitive processes necessitates proper recognition and acceptance by the staff developer for effective activities to be promoted. Ignoring the varied approaches to learning which prevail amongst academic staff will only be to the detriment of any staff development activities.

The necessity of negotiation is an assumption of the eclectic model because academic staff as adults have wishes which need to be respected. In any case, staff development activities for their success are dependent upon the acceptance and consent of academic staff. Effective staff development activities must be relevant to academic staff. So negotiation is required so that the staff developer obtains the commitment of academic staff as a result of sharing the responsibility for whatever is decided. Negotiation avoids imposition of activities by the staff developer with the attendant risks of inappropriate and ineffective aims. Through negotiation, activities can be designed to satisfy the concerns of the staff developer and academic staff. Negotiation is essential to contend with the existence of different organisational cultures, disciplinary cultures and perspectives or paradigms about educational change (Hewton, 1982).

Thus the staff developer will have to be sensitive to the different management styles which prevail in institutions of higher education, for there is no uniform culture. By distinguishing the manner by which decisions are made and implemented, he will be better able to adjust his own activity to the style which is customary and expected from participants in a particular organisational culture.

The different and sometimes conflicting values and norms associated with disciplines are matters to which the staff developer will be

obliged also to make differential responses if he is to be acceptable to colleagues and exercise influence.

Above all, a flexibility of approach is vital with respect to the broad perspectives or paradigms identified by Hewton (1982) as traditionalist-functionalist, interpretive, radical humanist and radical structuralist. These paradigms represent very different approaches to educational probems and their resolution. A simplification of them aligns traditionalist-functionalist with planning and measurement, the interpretive with student perceptions of learning, the radical humanist with active experience and student choice and the radical structuralist with increased student power and influence. The staff developer has to recognise when the paradigms are expressed in his encounters with his academic colleagues. It is then incumbent on him, through negotiations, to reconcile the different expectations for educational change that are held both by himself and the different groups of academic colleagues to whom he is a consultant.

The eclectic model presumes that no single method or approach is suitable for all circumstances. For any single approach has weaknesses which are intrinsic to it. Any single approach only offers partial answers to problems of professional development. The adoption of a pluralistic orientation can minimise the weaknesses or limitations which are associated with the more singular models of staff development practice. The more singular models of staff development practice are not eschewed. Instead, they are all recognised as having a contribution to make rather than providing the answer. The product-orientated, prescription-orientated, process-orientated and problem-orientated models are all seen as of value for certain occasions. Lindquist (1978) stresses that effective professional development requires a combined strategy of rational planning, social interaction, human problem-solving and political action. Staff developers as change agents therefore need to be able to promote a multiplicity of activities which are identified by Berg and Ostergren (1977) as staff training, organizational development, action research, project groups, activity evaluation, staff mobility and external contacts.

The eclectic model with all its apparent virtues, still has weaknesses. Two weaknesses that stand out from the model are those of the lack of versatility of staff developers and the conservatism of the process.

The first weakness concerns the capacity of the staff developer to have sufficient versatility that he can employ a multiplicity of methods and negotiate with competence. Thus it may be maintained that the demands of the eclectic model are considerable and may not be achievable by most practitioners. Better to employ a narrower, less ambitious but more feasible model it may be said. The essence of the weakness is that the eclectic model is attractive theoretically but incapable of being applied successfully in practice.

The second weakness is that a modest degree of change only, is implied by the model. It has, to a degree, a conservative orientation, in which there is respect for the status quo. No assault or determination to seek fundamental change is implied. For those of a radical perspective who believe that fundamental changes are required by academic staff in higher education, the eclectic model may well appear to be an ineffectual compromise.

Whilst empirical evidence is lacking from Brighton Polytechnic, as described in chapter 4, to illuminate the claims made for the model and the weaknesses attributed to it, it is available from Birmingham Polytechnic.

Unfortunately the model was not visible in the practice of professional tutors, or staff tutors, and only slightly in that of the decentralised staff developers. However, an indication of the capacity of the model to satisfy the professional needs of academic staff is suggested in the opinion expressed by academic staff of factors which assist change in aspects their work in the future (Table 12.29). Of the ten very different factors that were listed, on average, four were rated as highly important and six as fairly important. Only an eclectic practitioner would be able to successfully mobilise such a multiplicity of factors and thereby facilitate professional development. Practitioners of other models of staff development would be more restricted in the factors that they could activate for the same ends.

The eclectic model is also supported by the self-assessment of aspects of professional competence made by academic staff (Table 12.31). A substantial if minor proportion of academic staff were dissatisfied with each of the seven aspects that were listed. Thus a staff developer would be obliged to initiate a mixture of activities if he was intent on promoting extensive professional improvement.

Some evidence concerning the weakness of the impracticability of eclecticism is also provided. For the model was practised by the centralised staff developers competently it would seem. At least academic staff used, albeit variably, the multiplicity of facilities offered by the EDU (Table 12.23) to their apparent satisfaction.

Further evidence in support of the eclectic model is offered by Brighton Polytechnic where it was the dominant model of practice for those responsible for staff development at the institution. The model was employed effectively and its abandonment as a result of the re-structuring of staff development arrangements was not attributable to the failure of that model to meet the professional needs of staff.

The conclusion is inescapable that the eclectic model offers the most promising and effective model for the role of decentralised staff developers. The weaknesses associated with it are remediable.

Centralised staff developers have long practised, successfully, some form of the eclectic model of which the centralised staff developers at Birmingham Polytechnic are but one example and the staff developers at Brighton Polytechnic, another. McAleese (1978) makes it very clear that the eclectic model does not require a team but can be practised successfully by single individuals.

The weakness of conservatism that is associated with the model, is addressed by Hewton (1982) who observes that radical challenges to higher education from those who are in an outside position, such as staff developers, have seldom had an enduring success. Better argues Hewton (1982) for the practitioner to aim for more modest but realistic change through seeking a settlement with academic staff.

Both Hewton (1982) and Bligh (1982b) stress that any changes in professional development have to be accepted and implemented by academic staff. Without the consent of academic staff being obtained

therefore, little serious change in professional development can be expected.

The weaknesses of the model therefore are less serious than are first supposed and the virtues remain unmodified. Lasting change and improvement in professional development can be brought about through negotiations. The superiority of the eclectic model over other models rests on its integration of them within its framework with corresponding benefits. For it is the only model which truly recognises and responds to the variable and complex nature of academic staff and their professional activities.

The Entrepreneurial Model

Although no explicit references are made in the literature to an entrepreneurial model, a brief suggestion of such a model is made by Warren Piper and Glatter (1977). They observe that at the centralised level of universities, media and education technology units undertake commercial activities in management development and training respectively. They also conclude that such work is valuable.

Confirmation of an entrepreneurial model was shown by the commercial activities of decentralised staff developers in three faculties of Birmingham Polytechnic and by the increasing amount of commercial activity promoted by the centralised staff developers.

The value of the entrepreneurial model is that of conferring upon staff developers the benefits of additional resources and extended experience, both of which may ultimately benefit academic staff.

By undertaking some commercial activities, staff developers can augment the financial resources at their disposal. The additional resources may then be deployed to further activities with internal academic staff. Such additional resources might facilitate more creative but costly activities or the provision of material and psychological rewards for the academic staff who participate in them. Brown and Atkins (1986) stress the importance of rewards like hospitality for encouraging academic staff. Arranging such rewards can be a costly matter and may not be affordable easily from the regular sources of finance to which the staff developer has access.

The entrepreneurial model can also benefit staff developers from the extension of experience that it engenders for them. For practice with

a more variegated academic staff could improve the professional competence of staff developers. They may be able to apply or transfer activities that are undertaken commercially to meet the professional needs of their regular academic colleagues. A secondary benefit for the staff developers from their commercial activities is the enhanced credibility that it may afford them. For their claims as professional practitioners of staff development can be buttressed by reference to commercial activities which they have undertaken. Reputation earned from activities promoted outside an institution may then be a means of enhancing professional credentials as a consultant with internal academic staff.

The entrepreneurial model also presents danger for staff development practice. For by undertaking activities which are commercial, the staff developer is diverting his efforts away from internal academic colleagues. There is a risk consequently of diminution or displacement of activities which are promoted for internal academic colleagues, by commercial acivities. An enthusiasm for the entrepreneurial model could be to the detriment of the regular academic colleagues of staff developers, if it led to a neglect of their professional needs.

If the entrepreneurial model is adopted or imposed upon staff developers for all their activities, internal as well as commercial, as it was to the EDU at Birmingham Polytechnic then there are considerable dangers. For such an imposition obliges academic staff to ensure payment for all but the most minor of facilities provided by the staff developers. That arrangement threatens to disrupt the customary relationship between staff developer and academic staff by reducing the accessibility of the latter and the independence of the former.

The perception of academic staff towards the entrepreneurial model is unknown. Nor is much known about the practice generally inspired by the model.

The benefits of the entrepreneurial model for the role of decentralised staff developers can be secured if a balance of internal and commercial activities is maintained. To eschew the model entirely eliminates the risks that it poses to staff development activities but

also forfeits the benefits from the model. A careful utilisation of the model is the way to obtain additional resources and enhanced expertise whilst safeguarding the professional needs of internal academic staff. The entrepreneurial model can be accommodated easily by the eclectic model. It can then add another interesting course to the varied menu of the eclectic model as a whole.

Conclusion

The product-orientated, prescription-orientated, process-orientated and problem-orientated models have been shown to be of value through addressing different aspects of staff development. However each also has been shown to be intrinsically limited by offering only partial answers to the resolution of staff development problems. Similarly, the entrepreneurial model too can make a useful contribution to professional development activities if it is deployed judiciously. The eclectic model is characterised by negotiation and variety whereby all the micro models may be used appropriately to achieve professional development. As a result, it has been shown to have a capacity to satisfy the professional needs of academic staff in their entirety. Accordingly, the model commends itself as the most suitable for the role of the decentralised staff developer.

CHAPTER 16

RESPONSIBILITY FOR STAFF DEVELOPMENT

Introduction

In this chapter, the three macro models of staff development which were identified in chapter 2, 'management', 'shopfloor' and 'partnership' including its decentralised variant, are evaluated from evidence about them which has been reported in later chapters. The evaluation is made to determine the relative advantages and disadvantages which arise from institutional reliance upon the respective models. Conclusions are drawn about the role of the decentralised staff developer in the future, in chapter 17.

The 'Management' Model

The 'management' model maintains that staff development is firmly and properly within the province of the senior academic staff of an institution of higher education. Senior staff such as deans and heads of departments are well positioned to initiate and organise activities to promote professional development. For they can determine easily what the needs are and make appropriate arrangements to ensure that they are satisfied. In particular the managers of an institution of higher education can ensure that the institutional needs for professional development are adequately considered and provided for. Indeed without the managerial prerogative for staff development, the institutional needs could be neglected and with it, the functioning of the institution as a whole impaired. Staff development responsibilities can be accommodated without difficulty by managers as part of the general duties that they perform.

Despite the confident claim which is made for the 'management' model, there are two weaknesses to which the 'model' is vulnerable. They concern the disregard for the concerns of academic staff individually and the capacity of management to promote staff development adequately.

Managers may fail to pay sufficient attention to the perceptions, aspirations and expectations of academic staff which will vary between individuals. Managers are more likely to put institutional needs before those of individual members of staff. They will be in difficulty reconciling the institutional or organisational

requirements with support and assistance to staff which is more individually-orientated. The problem is essentially one of combining control and compliance with support and encouragement. For managers the promotion of staff development involves considerable tension and conflict from having to harmonise very different interests. Such a conflict is likely to arise, when staff appraisal is wholly the responsibility of management, making the process less than effective. A further outcome or tendency which arises from managerial responsibility for staff development, Yorke (1977) suggests, is the ease with which measurable or formal activities may be supported rather than activities which although not strongly demonstrable organisationally, may actually be of greater significance for staff development. In the context of staff appraisal by management, this tendency is likely to be shown by an emphasis on performance skills which can be externally determined rather than personal qualities manifested by self-appraisal which, in the view of Elliot (1988) constitute the core of professional development.

The other weakness of the 'management' model is in the assumption that is made of the capacity of managers to promote staff development along with their other responsibilities. The core of the problem is that heads of departments have a very wide range of responsibilities. Thus Moses (1985) identifies 30 functions of heads of departments which she divides into four categories, administration, staff and student affairs, budget and resources and professional development which included teaching and research. In addition to the breadth of the field of responsibilities, Startup (1976) suggests that there is considerable variation in the way that heads exercise their responsibilities. It is unrealistic to expect that heads of departments will be able to do justice to staff development alongside all their other responsibilities. The very onerous and wide responsibilities of heads of departments are recognised by CVCP (1985). It judges that given their breadth of responsibilities it might be impracticable for a head to adequately fulfil all his duties. It proposes a delegation of academic leadership, where necessary to overcome the problem. With such a breadth of responsibility carried by heads of departments, the risk is considerable that staff

development in their hands will be a marginal activity. Other claims on their time are likely to make it so.

Some evidence of the partial failure of heads of departments to attend to their staff development responsibilities is cited by Moses (1985b) and Moses and Roe (1985). They report that although academic staff attach importance to the responsibility for professional development exercised by heads of departments in respect of both teaching and research, the heads were rated as poor by them in terms of performance regarding encouragement of teaching but successful in encouragement of research. In particular, a majority of academic staff felt that there was no encouragement given for excellence in teaching. Further data on the failure of senior academic staff to initiate staff development activity for less experienced colleagues is provided by Boud and de Rome (1984).

The claim of the 'management' model to deliver staff development activities satisfactorily to academic staff is given some support by Birmingham Polytechnic. Thus many staff expressed satisfaction with the interventions that heads of departments had taken with them. They were appreciative of the willingness of heads of departments to listen to them both during staff development interviews and on other occasions. Appropriate support too had been given, many staff felt, through various means. The satisfaction of staff with the 'management' model is well captured by the opinion of the last staff development interview, where there was a widespread feeling that it was satisfactory in assisting with professional aspirations (Table 12.9).

Additionally, in their estimation of four factors on average, as highly important in assisting change in aspects of their work in future, academic staff implicitly allowed for activity by the 'management' model (Table 12.29). For the factors, release from usual responsibility, personal satisfaction, support and encouragement, and student expectations are all capable of being promoted easily by managerial activity.

Further support for the 'managerial' model is indicated by those staff who were dissatisfied with aspects of their professional competence (Table 12.31). A substantial number intimated that initiatives in

staff development from others, such as management, were considered necessary and acceptable to bring about some improvement.

Birmingham Polytechnic also provides evidence which substantiates the weaknesses of the 'management' model. Thus for academic staff who were dissatisfied with the staff development interview (Table 12.9), a common reason for the dissatisfaction was the lack of attention paid to their particular concerns and the assertion of organisational requirements as an answer to their concerns. A common reason for dissatisfaction was the lack of serious interest on the part of the head of department and his unwillingness to listen and value their professional aspirations. For some staff the annual staff development interview was of ritual significance only.

The minimal impact of the staff development interview for professional development was shown by the small minority of academic staff who reported that it promoted a change in their work (Table 12.10). Academic staff also showed that heads of departments had made little impact upon their professional development outside the staff development interview. Thus when they were asked to estimate the importance of several departmental colleagues in assisting in changes in their work in the past, they estimated heads of departments as being of no importance (Table 12.11). Contact made by the heads of departments was of such an irregular frequency that little appropriate support was given by them that was considered of notable value. Heads of departments therefore, were not close enough to academic staff to significantly help many. Few staff had much contact with them during their regular working day.

In general, therefore, there is substance to the claim made by the 'management' model for responsibility for staff development. Managers can succeed in satisfying the professional needs of academic staff and there is support from academic staff for them to continue to do so. The claim, nevertheless is somewhat modified by the weaknesses which are intrinsic to the model. Management is seriously impeded both by its concern for organisational considerations and the extensive demands made upon it by virtue of its position, for it to promote staff development satisfactorily. As a result not all academic staff receive adequate attention to their professional needs by managers.

Although Badley (1988) maintains that training as a priority for heads of departments would enable them to improve the discharge of their staff development responsibilities, the sheer breadth of their responsibilities requires ability, agility and excellent time manangement for effectiveness (Middlehurst, 1988). Given such demands, there is almost an inevitability in heads failing to address the more fundamental personal aspects of professional development and opting for mere conformity from academic staff. Thus the 'management' model cannot be relied upon as the sole vehicle for promoting the professional development of academic staff.

The 'Shopfloor' Model

The 'shopfloor' model assumes that academic staff are best positioned to decide both their own needs for professional development and the arrangement of activities to satisfy those needs. Activity may be initiated either by individuals or by groups. For the most part, academic staff have extensive experience of professional practice, from which a diagnosis of deficiencies and problems is a matter that comes easily. Equally, action designed to remedy deficiencies and overcome problems is an easy corollary. The model assumes that because academic staff are in charge of activities to secure their own professional improvement, there is almost a guarantee that any activities that are instituted will be relevant and effective. The model only allows a minimal role to be played either by management or a staff developer. From either of them is required merely acceptance and support through the provision of funding or allocation of resources to permit activities to occur.

The 'shopfloor' model has a logic to it but it also embodies two weaknesses which concern the capacity of academic staff and the reactive role of management and staff developer.

To assume that academic staff have the entire capacity to recognise their problems and initiate activity which will satisfy their needs for professional development is highly questionable. A degree of motivation, analysis and executive action is assumed, which given the ordinary daily pressures and routines of teaching in higher education does not seem fulfillable. By placing such a great store upon an experiential or reflective orientation the model excludes the benefits

to be gained from professional development activity which is more general or normative in character.

As serious a weakness as that concerning the capacity of staff, is that of the marginalisation of management and staff developer. The background or reactive role attributed to the staff developer misses out on the expertise and wider experience of professional development that he will possess. The same position arrogated to management is unrealistic and unlikely to be accepted. To expect management to happily acquiesce to requests for resources without a share in the decision-making involved is to ignore or repudiate the evolving and expanding responsibilities exercised by management of higher education institutions presaged by CVCP (1985). Unilateral proposals for staff development activities will not be well received by management.

Brighton Polytechnic showed the prevalence of the 'shopfloor' model at an institutional level, following the demise of decentralised staff development. For a lone staff developer was in post who largely reacted to requests for resources for professional development from academic staff. The extent to which the 'shopfloor' model honoured or failed its claims to meet the professional needs of academic staff at Brighton Polytechnic is unknown but evidence from Birmingham Polytechnic offers some illumination on the same point.

An important aid to the 'shopfloor' model at Birmingham Polytechnic was the infrastructure of materials and equipment that was diffused throughout virtually all departments. In its most organised state, this infrastructure appeared in the form of departmental resource centres. Academic staff shared responsibility with technicians for the accretion and maintenance of resources in these centres.

Clearly departmental resource centres offered facilities which met the professional needs of academic staff for the facilities were well used with some variation (Table 12.2). Indeed most academic staff felt sufficient confidence in them that they wanted enhancement in respect of two of the three resources within the centres (Table 12.4). The extensive contentment with departmental resources centres (Table 12.3) was because of their sensitivity to professional needs and high accessibility. Accordingly the frequency of visits to them was on average, significantly higher than for either Faculty Learning Centres

or the EDU (Table 12.27). Academic staff potentially, had a much greater influence upon departmental resource centre than the Faculty Learning Centres or EDU and valued them more as a result.

A further facility for the 'shopfloor' model which was appreciated by many staff was the informal or semi-formal networks which centred around courses. The significance for professional development of the many and various informal interactions between academic staff was shown in the estimated importance of departmental colleagues in assisting change in work in the past (Table 12.5). Of the four figures that were listed, a course team colleague was the only one which staff tended to estimate as being highly important.

In looking to the future, academic staff indicated support for the 'shopfloor' model to realise their aspirations for professional development. Thus the four factors which were rated on average as highly important in assisting changes in aspects of work in the future, release from usual responsibility, support and encouragement, personal satisfaction and student expectations, were all capable of being mobilised by the 'shopfloor' model (Table 12.29). An extension of that support for the 'shopfloor' model was also expressed by academic staff who were dissatisfied with one or more aspects of their professional competence (Table 12.31). Many felt that opportunities for them to take initiatives and secure resources in some form would lead to an improvement in their professional competence.

Although the evidence from Birmingham Polytechnic on the part of academic staff endorses the claim of the 'shopfloor' model to satisfy needs for professional development, there is also evidence from the same source which substantiates the weaknesses attributed to the model. Specifically, the departmental resource centres and the informal networks were found wanting by some academic staff.

Thus a not insubstantial proportion of academic staff were dissatisfied with the departmental resource centres because of their poor management (Table 12.3). For dissatisfied staff, uncertainty and confusion over the detailed organisation of facilities in the centres were causes of disgruntlement. The do-it-yourself character was found only partially sufficient.

For some academic staff, the weakness of incomplete or partial diagnosis and limited activity to meet professional needs that was shown in departmental resource centres was replicated through the informal networks. The concern of the networks was limited usually to the narrow boundaries of the subject or discipline. The accent therefore tended to be upon new subject knowledge which relegated teaching and learning issues, if not omitting them entirely. Only a restricted or confined range of professional assistance was provided by the informal networks. There was a lack of breadth to activities. Academic and professional divisions of knowledge were largely observed with ensuing parochialism.

A further suggestion of the weakness of the 'shopfloor' model was indicated by academic staff in their opinion of opportunities for professional development (Table 12.30). For many of the large minority who were dissatisfied, gave as their reason, the inhibiting influence of responsibilities and duties that accompanied the organisational roles which they occupied. They felt constrained from developing initiatives for professional development by the organisational context. The capacity to proceed with activity for professional development was not forthcoming from many staff. They were not able to carry out the responsibility unaided. Here was an admission that the burden of responsibility for professional development was too great for some staff to properly discharge alone. No evidence was obtained from Birmingham Polytechnic on the other weakness of the 'shopfloor' model, the unwillingness of management to accept a passive role.

Overall, the empirical data from Birmingham Polytechnic confirms that the 'shopfloor' model undoubtedly commands support from academic staff and succeeds in delivering much professional development activity to their satisfaction. That success is heavily qualified by the weaknesses of the model, one of which, limited capacity, has been substantiated extensively. The contribution made by the 'shopfloor' model to professional development therefore, whilst of value, is an incomplete approach for which some complementary activity is necessary. The model cannot be relied upon as being entirely sufficient to meet professional needs.

The 'Partnership' Model

The 'partnership' model assumes that there is a divergence of interest between individual academic staff and the institution that employs them. The means for reconciling this divergence of interest is through the appointment of professional staff developers working in a specialised and centralised unit. The model therefore assigns responsibility for staff development activity to an intermediary between academic staff and the management of the institution. The intermediary is expected to initiate activity which represents a compromise between the concerns of management and those of academic staff.

The 'partnership' model is a carefully designed fusion of the 'management' and 'shopfloor' models and for that reason may be expected to surmount the weaknesses which are intrinsic to both. Even so, the model has its own weaknesses. These are three basically, which are those of integration, utilisation and expertise.

The first one is the difficulty of integrating centralised initiatives for staff development with the everyday organisational requirements of institutions. For Warren Piper and Glatter (1977) this difficulty is exemplified by the 're-entry' problem whereby academic staff who have undergone a training programme experience difficulty in adapting their recent learning to their usual surroundings which have remained unchanged.

The second weakness of the model is the very limited use made by academic staff of the activities and facilities offered by centralised units. Elton (1987) cites an estimate that only 10-20% of academic staff make use of their centralised units. The centralised units therefore have a problem of remoteness from most academic staff whose professional lives they never touch. As such, their success in promoting staff development is seriously restricted because of the low take-up of their services. Centralised units have enjoyed little success in overcoming the resistance of staff to making use of their services and consequently have exercised little influence upon the professional behaviour of academic staff.

The resistance of academic staff is critical in accounting for the low take-up. Resistance is offered to unfamiliar colleagues, Hewton

(1982) makes clear, who are associated with the alien discipline of educational research and development. Centralised units to most academic staff are populated by outsiders whose activities are perceived as an invasion of disciplines and perspectives to which the academic staff are committed and in which they alone have an expertise.

The third weakness is that the capability of centralised units to promote effective professional development is dependent upon the professional calibre of the staff developers appointed to the task. Effective staff development activities are not assured by virtue of the appointment of staff to a centralised unit to fulfil specialised responsibilities. Essentially the model is vulnerable to failure or only modest success unless carefully selected and trained personnel are appointed who are well suited and capable of fulfilling the challenging task to which they are entrusted. To be a professional staff developer, some expertise is necessary which distinguises the staff developer from the average member of academic staff or the management of an institution. Without some specialised knowledge and an apposite disposition, those appointed to the staff development task are unlikely to discharge their responsibilities adequately enough to justify their appointment. There is a problem over the provision of suitable training however. Although Bradley et al (1983), Bligh (1982b), Main (1985), Elton (1987) and FEU (1987a) show that there is a widely held perception of the necessity for staff development personnel to be adequately trained, there is much less agreement or certainty over what it should include. The relative newness of staff development and the lack of clarity and knowledge of staff development roles account for this uncertainty.

To counter these weaknesses a modification of the 'partnership' model has been advocated. The modification is proposed through an extension of the model from the centre of an institution of higher education to its periphery. It is assumed that the weaknesses of the unmodified 'partnership' model will be overcome by the appointment of decentralised staff developers working in co-operation with their centralised peers.

For the weakness of poor integration can be overcome through the decentralised staff developers whose position organisationally permits a closer identification of needs and initiation of activities to match. The weakness of little use and influence can be overcome by increasing the participation of academic staff in professional development activities similarly through a staff developer who is closer to academic staff in various ways.

The weakness of insufficient expertise in the 'partnership' model can be overcome by careful selection and appropriate training subsequent to appointment for personnel lacking in either qualifications or experience.

A more general claim for the adoption of the decentralised variant of the 'partnership' model is that it permits a lessening of the role of the staff developer as an unvarying outsider and an increasing possibility of him being an insider. The implications of being an insider are of increased opportunities for understanding the detailed organisational and social context of academic staff and the prospect of a more regular, familiar, and accepting relationship with them. Thus the modified 'partnership' model should enable the decentralised staff developer to gain in influence through ceasing to be regarded exclusively as a stranger or foreigner.

Whilst Brighton Polytechnic as reported in chapter 4, does not provide sufficient data to illuminate the modified 'partnership' model, Birmingham Polytechnic does. First of all it provides some data about the capacity of the modified 'partnership' model to satisfy professional needs. Thus a very large proportion of academic staff either strongly approved or approved the principle of a member of teaching staff in their department being made responsible for promoting activities to improve teaching and learning (Table 12.8). Assistance was expected from such an appointment that would lead to an improvement in professional practice. Academic staff also indicated support for the 'partnership' model in general, in looking to the future. For the four factors that were identified on average as highly important in assisting change in aspects of work in the future, were all capable of being mobilised by activities initiated by staff developers (Table 12.29). Moreover, for many of those academic staff

who were dissatisfied with aspects of their professional competence (Table 12.31), there was a recognition that leadership from staff developers could be a means for improving their feelings of professional competence.

There are also indications of the extent to which the three weaknesses of the 'partnership' model were overcome by its decentralised variant. The activities of the decentralised staff developers centred around the promotion and management of Faculty Learning Centres in which various facilities of a material and physical kind were provided. Academic staff showed that the decentralised staff developers were successful in countering the first weakness. For their efforts produced facilities that were valued by the academic staff for their everyday work. Thus there was extensive albeit variable use made of the six facilities in the Faculty Learning Centres (Table 12.13) and academic staff in most faculties on average, were satisfied or very satisfied with their Faculty Learning Centre (Table 12.14). Indeed although there were differences between faculties in the desire that academic staff showed for additional facilities, there were substantial proportions who wanted additions to all three facilities (Table 12.15). The capacity of decentralised staff developers to overcome the weakness of integration associated with centralised activities still remains to be substantiated more extensively however. For the product-orientated model of practice that prevailed amongst the decentralised staff developers secured integration in respect of selected activities only.

In respect of the second weakness of the 'partnership' model, little staff use, the decentralised staff developers did not improve upon the performance of their centralised colleagues in reaching out to academic staff. For the frequency of visits made by academic staff to Faculty Learning Centres on average, were very similar to the frequency of visits made to the EDU (Table 12.27). The decentralised staff developers did not noticeably close the gap between themselves and academic staff. Further indications of the maintenance of a gap were shown by the uncertainty and lack of knowledge on the part of varying but substantial proportions of academic staff in most of the faculties about whether there was a decentralised staff developer in

post for their faculty (Table 12.16). The distance between the decentralised staff developers and academic staff was also shown by the pattern of consultation of the former by the latter, which tended to be infrequent or never (Table 12.17). However, this gap between the decentralised staff developers and academic staff or lack of use made of the former, was attributed in chapter 15 to the product-orientated model of practice and not intrinsically to the decentralised staff developers.

The third weakness of the 'partnership' model of a lack of selection and expertise in those appointed to the staff developer posts is shown to be partly substantiated by Birmingham Polytechnic. Selection for the posts was made entirely from within internal academic staff to whom information and publicity about the posts varied. In any event competition was little. Individuals appointed to the posts had shown interest in being appointed and were characterised as experienced members of staff with some previous experience of innovation personally. There was little other evidence of them being particularly well suited or qualified for their new role. Subsequent to their appointment, no sustained effort to organise a training programme for them and their responsibilities was undertaken although some individual arrangements were made. The training arrangements that were made do not show that any serious effort was made to cultivate expertise in the decentralised staff developers. Whilst they benefited from ad hoc consultations with their centralised peers, it cannot be said that their expertise was demonstrably different to that of their academic colleagues although it may have been basically adequate for the product-orientated model of practice. The failure to carefully select and cultivate expertise in the decentralised staff developers was a virtual replication of the experience of the staff tutors earlier.

The claim of the modified 'partnership' model to create a co-operative relationship between centralised and decentralised staff developers in common pursuit of professional development was only partly achieved. Prior to the appointment of decentralised staff developers at Birmingham Polytechnic, the preceding arrangements for staff development included staff tutors who were largely used for the

dissemination of information by the centralised staff developer. The centralised staff developers and the staff tutors never discussed or agreed any strategy or definition of their respective roles to their mutual advantage. Essentially, they pursued their staff development activities quite separately.

The relationship of separate and independent activities was also largely maintained by the decentralised and centralised staff developers who conducted their common business through regular fairly formal meetings. Whilst the meetings were felt to be of value overall to those participating, they effectively maintained the division of activities whereby the centralised staff developers adhered to an eclectic practice whilst the decentralised staff developers adhered to a product-orientated practice. Whilst this division was workable, it also included some ambiguities and overlaps of responsibilities. Indeed the ambiguity and duplication was only rationalised after a review was made of the EDU (Appendix 7). A co-operative relationship was not very pronounced thus an eclectic model of practice, which has been evaluated as the most beneficial for professional development in chapter 15, was not adopted by the decentralised staff developers despite some encouragement from the centralised staff developers. The promise of the modified 'partnership' model of lessening the outsider role of staff developers and increasing the insider role, was not achieved at Birmingham Polytechnic.

Both formally and informally, the decentralised staff developers were not welcomed or accepted to any great extent as insiders by their faculties. They were largely excluded from the decision-making bodies of their faculties. Thus they were mainly absent from the faculty boards, the management team meetings, meetings of schools of studies and boards of studies. Their role as insiders was largely confined to those colleagues with whom they had a close working relationship prior to their appointment as decentralised staff developers. They were only insiders in respect of those courses and the department in which they were already familiar figures. There were no ready made networks to which they belonged that were of sufficient pervasiveness that they ensured their easy admission to the many and various segments of their faculties. Their role as outsiders was influenced by the lack of

commitment of deans to the 'partnership' model and the lack of confidence of the decentralised staff developers themselves and of easy opportunities for making themselves insiders. Thus the decentralised staff developers were little different in their position in their faculties to that of the centralised staff developers. They were outsiders.

An important influence upon the definition of the decentralised staff developers as outsiders was the socio-technology of the institution to which they belonged, just as Ryan (1984) has shown for centralised staff developers. In every faculty there was a diffusion of equipment and materials dispersed throughout departments that created a socio-technology that curbed the necessity for consultation by staff, with the decentralised staff developer. For academic staff had extensive access to various supplies of material resources, the organisation and enhancement of which, had nothing to do with the decentralised staff developer. Although the decentralised staff developers identified themselves as experts in material resources, the socio-technology within faculties reinforced other social and organisational arrangements which defined them as outsiders.

In general, the claim made for the modified 'partnership' model is undiminished by the empirical data from Birmingham Polytechnic. The data does highlight however, several questions which arise from any application of the modified 'partnership' model to institutions of higher education.

These questions are to do with the three weaknesses of the unmodified model which were recognised earlier, and the relationship of the centralised and decentralised staff developers and the position of the latter as insiders and outsiders.

Whilst it has been shown that the decentralised variant of the 'partnership' model can successfully promote activity to satisfy professional needs, the empirical base for this observation is derived from activities which are the outcome of a product-orientated model of practice only.

It remains to be determined if an eclectic model of practice by decentralised staff developers can be implemented to the satisfaction of academic staff.

As a corollary to this first weakness, decentralised staff development has yet to show that through an eclectic practice, the use made by academic staff can be substantially increased beyond the customary level associated with centralised staff development. For without an improved performance, the claim made for the modified 'partnership' model is seriously hampered.

The modified 'partnership' model has to show that the selection and cultivation of staff developers with expertise is possible. For if the decentralised staff developers are little different in expertise from their academic peers, they have little to offer them. Suitable training of decentralised staff developers to acquire expertise is of the essence. Without appropriate training, perhaps expressed by a recognised qualification, they will lack credibility with academic colleagues, whose professional respect is usually influenced by demonstrable expertise.

The modified 'partnership' model also assumes that a further 'partnership' can be constructed between the centralised and decentralised staff developers to the benefit of their shared mission. The relationship between these different practitioners is problematic. Bradley et al (1983) imply that in those institutions with centralised staff developers and decentralised staff developers, there is separate and independent activity. Effectively, there may be no significant or co-operative relationship. Such an apparent lack of partnership does not augur well for success in securing greater partnership between individual needs and institutional requirements. Although Smith (1987) suggests that there can be a complementarity between the roles of centralised and decentralised staff developers and Elton (1987) envisages a collaboration between the two for the promotion of some activities, no detailed analysis is available about the relationship and the division of responsibilities and activities to achieve maximum collaboration. Whilst the centralised staff developers might act as trainers of the decentralised staff developers, there are bound to be limits to the resources which the former possess to fulfil that task as Elton (1987) points out.

The centralised staff developers can also usefully bring the decentralised staff developers together to share information solve

some common problems and give mutual support. Even so, there is a need for a fuller clarification of the division of responsibility between the two and the means for ensuring their co-operation.

The relationship between staff developers may vary with institution. At Birmingham Polytechnic, the decentralised staff developers were attached to faculties which Bligh (1982a) allows for. In other institutions, the arrangements may be through departments as Elton (1987) envisages.

Of importance to the relationship is the formal organisational context which surrounds them. For the relationship to be fruitful, there has to be an integration with the organisational framework of the institution. How that integration is to be achieved is a matter which needs further study.

Finally, the position of the decentralised staff developers as both insiders and outsiders is a matter which requires further attention. If the decentralised staff developer is to be defined as largely an outsider, then there is little advance made on the unmodified 'partnership' model. Great distance from academic staff is not propitious to assisting them professionally. Nevertheless, the position of the staff developer as an outsider, is not universally negative. Bradley et al (1983) for example refer to the widespread rejection in further education of staff development through management education activities provided by internal colleagues but acceptance of the same activities from external colleagues. The exact reasons are not always fully understood Bradley et al (1983) suggest. Accepting that the insider position can be handicapping on occasions, there is a need to ascertain the circumstances when insider or outsider roles are more effective and whether and how the staff developer can occupy the appropriate position. He may well be perceived in both positions by academic staff and some indication of the scope for management of these alternative positions might be useful.

Overall, the empirical data from Birmingham Polytechnic provides a qualified endorsement of the claim made by the modified 'partnership' model. Thus the model enjoys the support of academic staff who see it as capable of meeting their professional needs. It has shown a capacity in respect of some activities to overcome the weakness

inherent in the unmodified 'partnership' model of a lack of integration. It has yet to show that it can improve upon the unmodified 'partnership' model by securing more extensive integration, increase the participation of academic staff in professional development activities and deploy personnel with sufficient expertise to fulfil the claim made by the model. Further, the co-operative relationship between the centralised and decentralised staff developers is open to definition as is the management of insider and outsider roles by decentralised staff developers.

Conclusion

The claims for responsibility to staff development made by each of the three macro models have been described and evaluated. Merit exists in all three claims but each is also accompanied by weaknesses. The 'management' model has a lack of sensitivity to individuals and is hampered by excessive responsibilities. The 'shopfloor' model is restrictive in outlook and unrealistic in its expectation of management. Although the 'partnership' model is considered to offer the best means for reconciling the needs of individuals with the requirements of institutions, it is undermined by its failure to achieve integration, the poor response of academic staff towards professional development activities and the uncertainty of staff development expertise. The decentralised variant of the 'partnership' model is considered capable of remedying these weaknesses. Further research is necessary, however, to decide several unanswered questions which still surround the model.

CHAPTER SEVENTEEN

THE ROLE OF THE DECENTRALISED STAFF DEVELOPER IN THE FUTURE

Introduction

It was concluded from the Birmingham Polytechnic case study in chapters 15 and 16 respectively, that eclecticism and the decentralised variant of the 'partnership' model were most valuable in promoting effective professional development in higher education. In this final chapter, the two models are synthesised with regard to the future of higher education. Three issues are identified, the quality of learning, continuing education and staff appraisal, as requiring major professional change by academic staff in the future. A model of eclectic decentralised staff development is elaborated to meet the needs for change in the future.

Quality of Learning

Hewton (1987) observes that the methods of teaching, learning and assessment which have prevailed in British higher education have been remarkably traditional. These methods have been subject-driven where the learning process rests upon the mastery of a subject by the teacher who transmits his specialised knowledge largely through the use of lectures accompanied by assessment of the students learning through a three hour unseen written examination.

Whilst some changes have been made to the methods of teaching, learning and assessment through the extension of more problem-centred methods, the application of educational technology and the greater adoption of a student-centred approach, the status quo of a subject and lecture dominated system of higher education still prevails according to Hewton (1987). Nor are there many signs of more widespread changes taking place, for retrenchment of higher education as Hewton (1987) and Fleming and Rutherford (1985) note, has tended to promote a climate amongst academic staff which is at best neutral to change but more usually highly resistant.

Although it may be acknowledged, that teaching in higher education in Britain is not generally poor and that standards compare well with other countries, it can be maintained that it is possible and desirable to achieve a much higher standard of teaching and learning (Black and Sparkes, 1982). Indeed, the introduction of staff

appraisal, which is discussed later, may promote this enhancement. Criticism made of the methods employed in the system of higher education suggests that there is much professional activity which does little to promote the aim of higher education suggested by the Hale Report of 1964 on University Teaching Methods. Thus students are not sufficiently encouraged to think for themselves.

The criticism made of the British system of higher education has not been confined to it, for the perspective has been applied to higher education throughout the world. Thus Knowles (1988) has indicted higher education internationally for its emphasis on the production of knowledgeable persons to the detriment of producing autonomous lifelong learners. Freire (1972) has encapsulated that criticism in the phrase 'narration sickness' whilst Rogers (1983) referred to 'the jug and mug theory of education' and Elton (1987) has identified the problem of rote learning. The criticism that is shared is of the failure of higher education systems to enable students to be critical and independent. The failure arises from the reliance upon methodology which induces passivity and reproduction. Much of the educational processes within higher education do not require or inspire inquiry by students. Instead those processes, albeit unwittingly, merely demand the retention of knowledge and recall of factual information.

In addition to the criticism made by leading educationists of much professional methodology in higher education, Beard and Hartley (1984) cite the persisting dissatisfaction of students with many of their lecturers. The dissatisfaction is over the failure to stimulate independence, flexibility and critical thinking.

Boud (1988) and Ramsden (1986) point out that whilst academic staff expect and agree with the aim of independent learning as the aim of higher education, they do little to enable students to acquire the habits. Reliance on traditional methods does little to foster independence. This omission and others indicative of poor quality teaching and learning are attributed by Bligh (1982a) to the lack of preparation of academic staff for their professional role.

Professional learning for most academic staff is limited to their subject. Both he (1982b) and Elton (1982) urge that measures be taken

to promote the professional development of teachers in higher education in order to improve the quality of learning. Bligh (1982a) expects that improved learning will result from academic staff acquiring and marrying an expertise in teaching to the expertise that they possess in their subject. The case for professional development activity to improve independent learning by students is also inferred by Ramsden (1985, 1986) and Black and Sparkes (1982). The significant influence that the department, in particular can exert upon the quality of learning through the practices of its academic staff is made clear by Ramsden and Entwistle (1981).

Official confirmation of low quality of learning in higher education is given in one recent review (HMI, 1989). It was estimated that between 10-20% of teaching in polytechnics was unsatisfactory in some important respects.

There can be little doubt that there is a sufficient body of information to show that there is considerable scope for improvement in the professionalism of academic staff. That improvement will enable the quality of learning to be raised for many students. The issue of the quality of learning is heightened by the prospect of an expansion of continuing education arising from structural changes.

Continuing Education

Structural changes in higher education are identified as fourfold, by Wright (1988). There is the trend away from specialisation particularly promoted by changes in educational processes in the schools. There is the tendency to stress preparation for employment with its accent on inter-disciplinary work, problem solving and flexibility and the application of knowledge. There is an increasing expectation from sources outside the education system, such as employers, that their requirements will be met. Finally there is the increased application of educational technology expressed through greater use of learning objectives.

Wright (1988) attributes the last change to the student population being different in composition to that which has prevailed hitherto. The changing composition of the student population which is likely to become more marked in the future results from the fall in the numbers of 18 to 21 year olds and the broad agreement to which Clark (1988)

refers, that there should be an increase in the graduate proportion of the population from 13% to 18%. It is expected that the increase will be achieved through the provision of new opportunities to groups which have been under-represented traditionally, such as women, ethnic minorities, and mature students. Indeed the extended access to higher education which is expected in the future, through more than undergraduate courses alone, will require substantial changes on the part of academic staff in their professional behaviour. So far-reaching are the changes required that much tension and disorientation of academic staff may result, as Wright (1988) acknowledges.
The new educational task which faces higher education institutions is summed up succinctly in the phrase continuing education, and its growth in the future will make special claims on academic staff as PICKUP (1989) notes. For not only will there be a different range of students with more varied educational backgrounds that will require a different approach to satisfy their learning needs, other changes in the role of academic staff are implied through new demands concerning the marketing, finance, design, organisation, assessment and evaluation of courses. Major adaptation by academic staff will be required and traditional and customary beliefs and practices will be challenged. As PICKUP (1989) implies, professional development which extends well beyond teaching skills, will be required to match the new demands.

Staff Appraisal

The small use of staff appraisal by higher education institutions as pointed out by Nisbet (1986) means that its adoption nationally in the salaries agreements made in 1987 for the universities and 1988 for the public sector represents a very important innovation for higher education. For if it is to be effective it is bound to make new demands upon academic staff and to influence their professional behaviour. Staff appraisal to secure improvement in the professional performance of academic staff has been urged by Nisbet (1986) and Elton (1987) and a positive reception has been shown to that aim by academic staff (Rutherford, 1988). However, until the details of the schemes are settled and implemented, the consequences cannot be known with any assurance.

Whilst the adoption of staff appraisal nationally may be to serve several purposes as Nisbet (1986) observes, early discussions suggest that professional development is likely to be one of them. For professional improvement to be secured from staff appraisal the implications for staff development activity are considerable. All academic staff will need to learn about many aspects of their performance and many staff may also learn about the process of appraisal from being appraisers. Thus the actual implementation of the process of appraisal will be demanding for all academic staff as participants in one or more ways. The consequences are also likely to be demanding. For if academic staff are to raise their standard of competence and develop new competences, much assistance and training will be needed. A substantial amount of staff development activity is likely to be generated from the process of staff appraisal. Its organisation will require care if it is to be effective. Indeed, Elliot (1988) warns of the limited benefits and hazards that may arise from the process that leads him to conclude that professional leaders detached from management are required to help teachers improve their practices reflectively and to identify their development needs.

A Model of Decentralised Staff Development

These three issues of the quality of learning, continuing education and staff appraisal all impinge upon staff development, as indeed will other issues not specified here but certain to arise in the future because of the inevitability of huge demands for learning by the population to keep up with wider social changes (Knowles, 1988). All these issues imply change on the part of academic staff yet their resistance may be expected. For they will be reluctant to surrender long-serving professional practices which have a proven value and to which they have an intellectual and emotional commitment. Even so, there will be pressure upon them to work in very different ways in all aspects of their professional role.

Neither the 'management', 'shopfloor' or unmodified 'partnership' models are considered entirely adequate for promoting the necessary professional development in response to these issues for the reasons discussed in chapter 16. An extended 'partnership' model is considered suitable however.

The weaknesses of the extended 'partnership' model practised in the case study of Birmingham Polytechnic and discussed in chapter 16 are considered capable of being surmounted. The weaknesses were identified as poor integration, low response of academic staff and uncertain expertise. They were associated with a decentralised model that was characterised by product-orientation and a faculty basis. It is inferred that these weaknesses can be overcome by adherence to a model of decentralised staff development which is distinctive from the model practised in the Birmingham Polytechnic case study. The essential features of the model are likely to secure effective professional development which satisfies both management and academic staff. The model offers a means for responding to the three issues identified earlier and for enabling the necessary changes to occur on the part of academic staff. The essential features of the model are, a departmental basis, an eclectic practice, acquisition of expertise, support from staff developers and co-existence with the 'management' and 'shopfloor' models.

Appointment of a member of academic staff with responsibility for staff development in the primary group or basic unit (Becher and Kogan, 1980) of an institution of higher education is essential. For all academic staff individually belong to a basic unit and they owe it a loyalty as well as being strongly influenced by it in their professional behaviour. It is the cultures of disciplines and related perspectives surrounding basic units that are of primary importance in maintaining and changing professional practices (Hewton, 1982). Academic staff learn much from those with whom they have the closest association in their work as Bligh (1982b) points out. Basic units vary in their size and complexity in institutions of higher education (Becher and Kogan, 1980) but they are generally manifested in the form of departments. In some cases, they may be constituted as faculties for some faculties may be smaller than large departments. Although faculties may be considered of increasing political importance which makes them suitable as a base for the initiation of professional development activities as Mathias and Rutherford (1985) imply, their influence is usually formal and administrative and remote from most academic staff. However, to reiterate, where a faculty is a basic

unit, it should be regarded as such for the purposes of the appointment of a decentralised staff developer.

A basic unit or department by definition, will offer a decentralised staff developer great social, professional and spatial proximity with his colleagues. A close working and social relationship will enable the decentralised staff developer to be an insider with all the advantages which accrue from that position. As an insider with a proximity to academic colleagues, the decentralised staff developer can exercise personal knowledge of colleagues and their trust, to ascertain the professional needs within the department. (S)he will be well placed to know the professional problems, aspirations and concerns of those with whom (s)he works most closely. In these circumstances, the decentralised staff developer will continuously review the challenges to the department.

The eclectic approach of the decentralised staff developer will be to bring about critical reflection on practice through the use of all major strategies for change in combination. Critical reflection on practice characterises effective professional and adult education as Argyris and Schon (1974), Mezirow (1983) and Schon (1988) have made clear.

Academic staff in post may be expected to have acquired many ideas, habits, customary ways of thinking and ways of fulfilling their duties. Equally they will vary between individuals in terms of this existing professional learning. The pressure that they encounter and problems that they identify will suggest starting points for the learning to be promoted by the decentralised staff developer. (S)he will utilise the concerns and difficulties that emerge from colleagues as a basis for activities. The activities will be designed to provide colleagues with opportunities to deliberate and ponder over their methods and beliefs about their work so that they see it in a different way. New meanings will become known about aims, assumptions and techniques that are very familiar to them. Thus they will be encouraged to consider their practice in a very new light through interactive processes which introduce many alternative ways of seeing their professional world. Their reflection will include exploration of preferred or desired ways of coping with their work. Through the

introduction of alternative ways and experience of them, academic staff will be empowered to make a transition in their knowledge and skills and attitudes about their own professional practice. The decentralised staff developer will seek to ensure that (s)he assists and encourages colleagues and at the same time avoids making them dependent upon himself or herself or anyone else in the future. Thus (s)he will seek to provide them with the means of finding answers to the challenges that confront them.

The reflection upon practice that the decentralised staff developer promotes will safeguard against the weaknesses of much professional education arising from its emphasis upon technical rationality (Schon, 1988) For academic staff will be enabled to utilise their experience in order to develop understanding and strategies of action that make a way through the "indeterminate, swampy zones of practice" (Schon, 1988).

Through reflection upon practice, academic staff will be helped to reframe professional problems and their resolution. They will be encouraged to improvise, be inventive and ingenious with respect to the unique and uncertain situations in which they find themselves. The application of ready made general solutions will be discouraged in favour of professional artistry. Reflection upon practice will ensure professional development on a continuing basis.

In time, the success of the decentralised staff developer will be shown by the transition which colleagues make from their existing beliefs and methods to new ones. New perspectives will gradually replace old or existing ones. This perspective transformation as Mezirow (1983) calls it, will be furthered by the diverse opportunities and experiences for performing professional duties in new ways encouraged and supported by the decentralised staff developer.

The eclectic practice of the decentralised staff developer with its emphasis on critical reflection will be inherently curriculum-based. This approach has been urged by Coles (1977) and FEU (1987a) as essential for professional development. It will ensure that activities and facilities promoted are well integrated with the everyday working requirements of academic staff. Activities will be

inherently related to the specific context of academic staff rather than being general and wide in their orientation. By this means, staff will see their tasks in a new light.

The perspective transformation will be secured by the decentralised staff developer utilising the separate strategies for change that have been identified in innovation theory and which were discussed in chapter 6.

The product-orientated, prescription-orientated, process-orientated and problem-orientated models of staff development practice have been shown by Rutherford (1982) to be associated with separate strategies for change. The eclectic model of practice employed by the decentralised staff developer will embody all four strategies in combination. The strategy will resemble the combined strategy for change suggested by Lindquist (1978) from his model of adaptive development. The combined strategy will embrace the separate approaches to change represented in four of the micro models of practice and identified by Lindquist (1978) as the political approach, social interaction, resolution of human problems and rationality.

In pursuing a combined strategy the decentralised staff developer will counter the limitations and weaknesses inherent in the use of any one approach. In so doing he will maximise the prospects of mobilising the five factors (linkage, openness, leadership, ownership, and rewards) identified by Lindquist (1978) and four factors (gain/loss, ownership, leadership, and power) identified by Berg and Ostergren (1977, 1979) as crucial in the process of change. The pursuit of this combined strategy by the decentralised staff developer will entail the adoption of multiple roles, principally those implied by Lindquist (1978) to be linker, collaborator, facilitator and rational planner. The employment of these roles will be undertaken with a view to their transfer to colleagues so that dependence is not encouraged.

As a linker, (s)he will strive to bring his academic colleagues into contact with new ideas, new research and outside colleagues with new perspectives and concerns which are relevant to the particular professional task of the department.

As a collaborator, (s)he will seek to co-operate with colleagues in an endeavour to investigate and resolve problems and concerns which arise

from their professional activities. (S)he will share in their efforts to overcome difficulties by the implementation of new practices. Action research, whereby professional activities are subjected to scrutiny and possible modification, is but one of the tangible forms of the collaborative activity possible.

As a facilitator, (s)he will stimulate and assist colleagues to face upto problems which they have and to be open and flexible in considering different options which are available.

As a rational planner (s)he will contribute expertise and exercise responsibility on behalf of colleagues on occasion. (S)he will contribute to processes in which decisions are made, resources controlled and allocated and commitments entered into on behalf of others.

The multiple roles played by the decentralised staff developer will not be strictly demarcated from one another. For they will be adopted and relinquished frequently and in keeping with the circumstances in which he finds himself. The pursuit of a combined strategy with the four principal roles identified within it, will require a variety of activities. The variety might include the organisation of workshops and visiting speakers, the control and development of resource centres, the dissemination of information by newsletter or other means, the instigation and support of working parties and study groups, and many other possible facilities. Activities will be designed to be relevant, rewarding, and well supported. In general the decentralised staff developer will increase support for reviewing current practices taking account of developments which are occurring in the wider professional world of related academic staff. At the same time he will seek to reduce resistance to reviewing professional matters. Indeed action designed to decrease the restraining forces which support resistance to change will be vital in the combined strategy. For lessening resistance is more advantageous in promoting change, than increasing the driving forces in its favour (Berg and Ostergren, 1977).

The change strategy that the decentralised staff developer employs will necessarily invoke co-operation from the management of the department for its implementation. Thus reconciliation of the

divergent interests of management and academic staff will be continuously secured.

To promote a combined strategy and fulfil the multiple roles inherent within it, the decentralised staff developer will require considerable expertise additional to that which (s)he possesses in his or her academic subject or discipline. For (s)he will require extensive skills and knowledge to fulfil the promise of her appointment. Some appropriate training arrangements will be required for those newly appointed to the post who are inadequately prepared. Recourse to an institution of higher education with sufficient expertise in educational innovation and professional practice in higher education will be the best way. Two examples of suitable courses, perhaps with further adaptation for the admission of decentralised staff developers, can be identified currently. The Diploma in Teaching and Course Development in Higher Education offered by the University of London and the part-time Diploma or Masters Degree in Teaching and Learning in Higher Education offered by the University of Surrey, as Cox (1983) and Elton (1987) respectively, point out, would be very suitable.

Additional to training, the decentralised staff developer will require support from peers. In this capacity, the centralised staff developers will have a valuable role to play in offering a broader educational perspective to the decentralised staff developer than the perspectives and practices peculiar to his department. Another link for the decentralised staff developer with the wider world of higher education, facilitated by the centralised staff developer, will be exchanges and co-operation with other decentralised staff developers. If fashioned appropriately, the relationship of decentralised and centralised staff developer will prove of mutual benefit. For it will permit a modification of the responsibilities traditionally exercised by the centralised staff developers which have been limited in their effectiveness. Negotiations between the centralised and decentralised staff developer will be the way to achieve a new distribution of responsibilities which is complementary and supportive.

The model of an eclectic decentralised staff developer implies a substantial claim to responsibility for the professional development

of academic staff. The assumption is also made that the model will co-exist with 'management' and 'shopfloor' models. For there are no reasons to assume that these models will cease to command support. Indeed it is recognised that they have a valuable contribution to make. Nevertheless, their limitations will allow much scope for decentralised staff development to initiate activity which is complementary.

Because a model of decentralised staff development only has been presented, it remains to be tested. Further research into the implementation of decentralised staff development will show the extent to which it can fulfil the expectations held of it and overcome the weaknesses which were discussed in chapter 16. Confirmation, modification or refutation of the model are all possible. Problems and difficulties which are not foreseen, may be discovered and new solutions proposed. Of not least importance in testing the model is evidence that decentralised staff development is capable of bringing about improvement in learning by students, which is its underlying goal.

Conclusion

Challenges will be presented to academic staff in higher education in the future from many issues, of which the quality of learning, continuing education and staff appraisal are but three important ones. The introduction of decentralised staff development offers an effective way of promoting professional development in response to these and other issues. Through its introduction, every department or occasionally faculties within an institution of higher education will appoint a member of academic staff with staff development responsibilities. Eclectic in method, (s)he will seek to promote critical reflection on practice which (s)he will bring about through a combined strategy for change. To effect this, (s)he will acquire appropriate expertise through training arrangements. Support from staff developers in the institution will also assist the person appointed. The decentralised 'partnership' model is expected to complement the 'shopfloor' and 'management' models. Further research to test the model, is necessary.

POSTSCRIPT

Introduction

This postscript will seek to address more fully than hitherto, the epistemological basis of the research conducted for the thesis. In so doing it will offer a critical review of a wider range of research approaches than was considered in chapter 3. Specifically, positivism will be described and the major alternative research approach which has guided the research for the thesis, the new paradigm, will be elaborated, including its advantages over positivism. The main ideas of the new paradigm will be made clear including different approaches within it. Some weaknesses to which it may be liable will be identified. Various ideas advanced to uphold the validity of knowledge in the new paradigm will be discussed. The problem of participation and research will be described and means by which the problem can be countered will be considered. The principal concepts which have been established for the new paradigm will then be used to guide reflection on the main evidence obtained and interpretations made in the research. Finally a statement will be made to sum up the learning engendered about the epistemological basis of the research for this thesis from writing this postscript.

Positivism

A major influence upon the conduct of social science research has been the positivist paradigm or the natural scientific view as it is also known. Positivism is shown by Lincoln and Guba (1985) as lending itself to meaning different things to different scientists and philosphers. Nevertheless, Lincoln and Guba (1985), Carr and Kemmis (1986) and Reason and Rowan (1981) distinguish a distinctive school of thought in respect of the aims, concepts and methods of research. The positivist paradigm in essence is a style of thought that is informed by certain assumptions about the nature of knowledge. Most importantly the paradigm implies that social science research can be conducted in terms of the logic and method of the natural sciences. The hypothetico-deductive method is central to this approach. It requires scientific enquiries to proceed through the proposition of hyptheses preferably in the form of universal laws which can be assessed by comparing their deductive consequences with the results of

observations and experiments. Science is held to be an impersonal method for assessing claims to knowledge by bringing them into confrontation with what actually happens. The positivist paradigm seeks to find explanations for all events by the causes. Causes can be the bases of laws which will enable events to be predicted. The positivist paradigm Lincoln and Guba (1985) point out, assumes that social phenomena are a single tangible reality, the scientist exists quite independently of knowledge, and that inquiry is value free. Carr and Kemmis (1986) point out that the implication of the positivist paradigm for educational research is far reaching in the subordination of value discussion for the pursuit of objective solutions to education problems through the use of traditional scientific method. The weaknesses of positivism become apparent when the principles of the new paradigm are distinguished. For the principles involve a refutation of positivism.

The New Paradigm

Criticism of positivism has led to the formulation of alternative research approaches which reject the assumptions of natural science in respect of the study of human society and advance a different set of beliefs. These alternative approaches are identified by Reason and Rowan (1981), Lincoln and Guba (1985) and Reason (1988) as representing an approach to social investigation which departs from the natural science approach in markedly different ways. This new approach is labelled new paradigm by Reason and Rowan (1981), naturalistic inquiry by Lincoln and Guba (1985) and co-operative inquiry by Reason (1988). The new approach encompasses a set of assumptions and methods that hold together various approaches to the study of human affairs.

It is evident from Reason and Rowan (1981), Lincoln and Guba (1985) and Reason (1988) that the new paradigm is constituted by assumptions that value free science is not possible and it behoves social scientists to declare their allegiances at the start of research. Equally, changes in those values may occur as a result of the research process and they should necessarily be accounted for. The new paradigm emphasises that researchers cannot stand outside the social situation which they are studying. They are inevitably participants

in the affairs which they seek to investigate. Thus unlike the natural scientific view, it is not possible for the researcher to be separate and detached from the phenomenon which s/he is inquiring into. It is also the case that the social phenomena which are investigated are not static and fixed and will change just as the researcher's perception will change. Most importantly, the new paradigm rests upon the premise that the study of human affairs will be subject to interpretation for there is no single objective truth as posited by adherents to the traditions of natural science. All social scientists will have values, beliefs and experience which they will bring to the subject of their study . People cannot be treated like things nor can social scientists assume that they can be neutral and wholly detached.

Reason (1988) defines the new paradigm as representing a marked shift away from traditional social science inquiry in three respects in particular. There is a participative and dialogical relationship with the world instead of distance and separateness. Wholeness thus is involved in which the intellect and emotions are enjoined. All aspects of experience are enjoined in the research venture. The second respect in which the shift is marked is through critical subjectivity. Thus objective consciousness is replaced by an awareness of subjective feelings which are used to further inquiry. The subjective feelings are not however allowed to overwhelm an inquiry. The third respect in which there is a shift is through the acquisition of knowledge from action. Practical activities are the basis for forming general propositions and drawing conclusions. Interestingly the examples cited of the new paradigm by both Reason and Rowan (1981) and Reason (1988) are very diverse and represent all manner of human activities not merely those within the educational context.

Of particular note within the new paradigm is that the research process according to Reason and Rowan (1981), and Reason (1988) does not follow a linear path which tends to be the format of more orthodox or traditional methods. Instead there is a research cycle in which which several stages are moved through as an outcome of proceeding around the cycle several times. Indeed the reality of the multiple

cycles is described by Reason as "complex and at times chaotic webs of action and reflection, reason and emotion, individuality and collectivity " (1988, p.227). High energy and commitment are characteristic of the cycle in which the researcher is totally immersed in his inquiry with some aspect of the world. Lincoln and Guba (1985) also support the notion of a multiplicity of cycles of research constituted by the elements of purposive sampling, inductive analysis of data, development of grounded theory, and emergent design. The new paradigm does not assume that there is a simple truth or falsity to be discovered or general causal laws which can be established. Much more important is the search for understanding through the perceptions, interpretations and meanings of those who are involved in the research. Collating or aggregating experience is involved and making sense through putting together all the parts to make a new picture of some aspect of the world. A different way of thinking is the essence of the new paradigm. Although qualitative methods are most congruent with the new paradigm, Lincoln and Guba (1985) explain that the paradigm is not anti-quantitative and quantitative data are utilized when there are appropriate opportunities.

Different Approaches

Differences exist between the many research approaches developed as alternatives to positivism. Carr and Kemmis (1986) differ from Reason and Rowan (1981), Lincoln and Guba (1985) and Reason (1988) in reasoning that there are two different paradigms in opposition to positivism, rather than one alone. They maintain that there are several research approaches which are essentially interpretive and others which are distinctive in their character of being about action research. Both share a rejection of positivism but also differ with each other as much. The interpretive approach exemplified by phenomenology merely offers increased understanding of social affairs through the eyes of subjects. The meanings of action and behaviour can be obtained so that the social world can then become more intelligible. That increased understanding can permit ultimately, the possibility of making changes. Nevertheless, the interpretive

perspective remains to be tested out in reality. For the practical implications of the interpretive approach have still to be discovered. Carr and Kemmis (1986) contrast the interpretive approach with the action research approach which similarly obtains knowledge from the everyday activities of its subjects but does so with the intention of transforming those aspects of their situation with which they are discontented. For Carr and Kemmis (1986), action research is distinctive in seeking to make close links between theory and practice and generating knowledge by so doing.

The differences in research approaches to which Carr and Kemmis (1986) allude are not perceived by Reason and Rowan (1981), Lincoln and Guba (1985) and Reason (1988) as of such a fundamental nature that two paradigms are constituted in opposition to positivism rather than one. Rowan (1981) identifies nineteen traditions of social science research of which four are categorised by him as within the orthodox or positivist framework. The other fifteen are identified as distinctive approaches but share a common starting point for their inquiries in the emphasis that they place upon collaboration between the researcher and the subjects.

Rowan (1981) recognises that differences do exist between the approaches that oppose positivism but does not support the dichotomy of approaches perceived by Carr and Kemmis (1986). Instead he offers a more sophisticated means of differentiating between approaches. He suggests that the many approaches that constitute the new paradigm can be arranged along a continuum which is based upon the criteria of alienation, change and the research cycle. The approaches differ in the extent to which they minimise the alienation of the subjects in the research process, the extent to which they seek to bring about social change and the extent to which they are constituted by a spiral of cycles. The alienation is minimised by the extent to which the subjects collaborate in the research process as a whole. Thus the relationship between the researcher and his subjects can be close throughout the inquiry or merely at a few stages only. Reason (1988) illuminates this relationship further in his explanation of collaboration as dialogue ranging between informed consent to full collaboration. Just as the amount of alienation or collaboration

varies between approaches so the degree of change involved for all parties can vary. Some approaches may be more intent upon fashioning solutions to problems or changing people rather than understanding them better. It is also the case that research approaches differ in the extent to which they are committed to proceeding around a multiplicity of cycles.

An alternative differentiation between the many approaches that constitute the new paradigm is offered by Reason (1988). The differentiation made is also more fluid that the categorisation made by Carr and Kemmis (1986) and approximates to that made by Rowan and Reason (1981). Reason (1988) recognises three schools or tendencies within the new paradigm, participatory research, collaborative inquiry and action science and experiential inquiry. Participatory research emphasises a dialogue between the researchers and the groups with which they work in their natural settings. Action-inquirers are intent upon reflecting upon their experiences of social action and the orientation of the research is thus for and by practitioners whilst experiential researchers concentrate upon forming inquiry groups and working with them to learn from shared personal development. As Reason (1988) notes, it is also possible to be eclectic within the new paradigm and to borrow from all schools in order to develop a method suited to the needs of the researcher.

Whilst there is some disagreement between critics of positivism over the divisions between alternative approaches, there is no disagreement over the preferred research process. Thus Carr and Kemmis (1986) and Kemmis and McTaggart (1988) commend a recurring cycle made up of the successive steps of planning, action, observation and reflection. The endorsement of such a cycle is attributable to the allegiance to the ideas of Kurt Lewin that critics of positivism share.

Whilst the virtues of alternative approaches to positivism are strongly proclaimed by proponents, Carr and Kemmis (1986) also identify some weaknesses to which alternative research approaches may be liable. These weaknesses are essentially associated with the limited focus of those approaches which they label as interpretive. One weakness is the failure to account for or address the wider social structure which impinges upon and influences the meanings and

understandings which individuals attribute to their social contexts. Another is the failure to address unintended consequences of social actions. Thus an undue reliance can be placed upon the accounts given by subjects to the exclusion of consequences or results of their activities in the wider social context of which they are unaware. This is associated with another weakness whereby a reliance is placed upon the accounts given by subjects to the exclusion of incompatible wider explanations. Finally, Carr and Kemmis (1986) cite as a weakness the failure to offer subjects the means of bringing about changes in their circumstances in order that improvements be secured for the subjects in their eyes. This is a failure to develop theory which can be applied.

By recognising weaknesses to which new paradigm research may be prone, Carr and Kemmis (1986) perform a service to it. For they enable proponents of the new paradigm to avoid weaknesses which are peculiar to their research perspective and from which positivism is at least free.

The Validity of Knowledge

The validity of knowledge to proponents of the new paradigm is dependent upon it satisfying several criteria. These criteria are different to those for validity of knowledge for the orthodox or natural science paradigm. For they are in keeping with a perspective which looks at the world quite differently. There are also different emphases between the proponents of the new paradigm, although no fundamental disagreement.

For Carr and Kemmis (1986) knowledge as a single, objective rational truth is displaced by knowledge as a dialectic. The validity of knowledge rests in the process by which it is obtained. Carr and Kemmmis identify five criteria which are essential for the validity of knowledge.

These five criteria are the recognition of tensions between theory and practice, theory which is grounded in practice, a regard for improvement of practice, a consideration of the wider contextual influences upon practice and a unity of theory and practice.

Thus worthwhile knowledge takes account of the tensions and differences which exist between the beliefs and thoughts about

practice held by practitioners and the lack of congruence with their actual practice. True knowledge will show the various discrepancies between activity and thoughts held about it. The contradictory aspects of practical activities are an important criterion which knowledge must satisfy.

Knowledge also is rooted in the activities and perceptions which surround practice rather than in laws which are formulated on the outside. It is the ideas, interpretations, and perceptions held by practitioners with which knowledge concerns itself. For knowledge to be of value, it has to arise from the understandings and categorisations of practitioners. Knowledge therefore is not constructed from an outside vantage point.

The authenticity of knowledge, Carr and Kemmis (1986) maintain, is further shown by the activities of practitioners to test, modify, examine and reconstruct their practice. Knowledge is of value when it can be seen clearly as the outcome of critical and reflective activity. Practitioners have to be seen as seeking to find a better fit between their ideas about practice and the reality of practice. A full account is necessary to show that a due regard has been paid to critical reflexive thinking about practice. Indications of the manner by which ideas were tested out in practice and accepted, modified or rejected are essential.

For knowledge to be valid there has to be some address to the wider world of the practitioner. Thus the context in which the practitioner works is important, particularly in respect of the extent to which it constrains him or her. Any such constraints need to be identified so that 'objective' constraints are distinguished from 'subjective' constraints derived from the misunderstandings of the practitioner.

Finally, for knowledge to be accepted as valuable, it has to be shown as embodying a positive relationship between theory and practice. There has to be a degree of unity by which theory or propositions in the abstract are actually affirmed by real practical experience. Without some correspondence of theory and practice any knowledge derived is of slight value. Such a unity will as in other respects of valid knowledge be secured from demonstrable critical and reflective activity.

These rather abstract canons for the validity of knowledge are translated into more practical use by Kemmis and McTaggart (1988). They stress that evidence may take various forms but above all its value is dependent upon the researcher collecting and analysing his or her own judgements, reactions and impressions about what is going on.
Lincoln and Guba (1985), like Carr and Kemmis suggest that several criteria determine the validity of knowledge for the new paradigm. The criteria which they identify as fourfold are credibility, transferability, dependability and confirmability.
By credibility they mean that there is support from those involved to show that the multiple realities have been adequately represented.
By transferability they refer to the provision of sufficient descriptive data to enable others to decide if the similarities between the researched setting and their own are similar enough for the knowledge to be applicable.
By dependability they mean that adequate account is given both of changes in the subject of the research or the research design.
By confirmability they they mean that enough information is provided to substantiate the interpretations and conclusions that are drawn. It is necessary to enable others to satisfy themselves that the investigator has accurately depicted what has happened.
These criteria are formulated as being more appropriate for validity of knowledge within the new paradigm than the criteria of internal validity, external validity, reliability and objectivity which conventionally serve the orthodox paradigm.
The upholding of this validity is secured by means of the use of a wide range of detailed techniques which Lincoln and Guba (1985) commend. However they also acknowledge that the criteria for the validity of knowledge in the new paradigm can never be satisfied to the extent of an inquiry being unassailable. They also caution that there cannot be an orthodoxy of techniques.
The tenets for the validity of knowledge which are identified by Carr and Kemmis (1986), Kemmis and McTaggart (1988) and Lincoln and Guba (1985) are shared by other proponents of the new paradigm although there are some differences in terminology but not in spirit.

Thus Reason and Rowan (1981) maintain that the validity of knowledge for the new paradigm is a matter of process. Truth is a process of change always emerging through a dialectical experience. It is the relationship between the inquirer and his or her world which is of crucial importance. The interaction between the inquirer and the subject of his or her investigation provides the validity. The inquirer has to account for his or her journey into knowledge. The process by which s/he becomes more knowledgeable has to be accounted for. Reason and Rowan (1981) are adamant that there is no single truth so validity is shown by intersubjectivity between the inquirer and the subject. High quality awareness on the part of the researcher is essential. They point to three aspects of validity which knowledge in the new paradigm has to address. There has to be sufficient description so that the researcher's experience is distinguished and allowance is made for further possible developments. There also has to be some testing out of action which establishes that expected outcomes are realised. Finally, there has to be a sufficient quality of explanation whereby useful or illuminating conclusions can be drawn.

Heron (1988) supports the thinking of Reason and Rowan (1981) when he refers to the experiential knowledge of the researcher as fundamental to the validity of knowledge. The researcher's encounters with experience and with others have to be accounted for. Heron observes that experiential knowledge is from several sources: the formal research statements, the tacit knowing from experience and practical knowledge of how to do things. Validity thereof is dependent upon a degree of coherence and consistency between the different kinds of knowledge. There does not have to be total unanimity but illumination of a common area.

Reason (1988) appears to sum up for all proponents of the new paradigm the essence of validity of knowledge. It is secured through systematic procedures for self-reflection and self-criticism with a high level of collaboration. Without such commitment, there is much risk of delusion and collusion and consequently invalid knowledge.

The Problem of Participation and Research

Both Lincoln and Guba (1985) and Reason and Rowan (1981) make it clear that to be a participant in the setting which you are researching is a fraught process. It is fraught because the use of human beings as the instrument for inquiry also puts that inquiry at some risks. The risks are in essence risks to the validity of the inquiry. For human beings are imperfect and liable to all manner of emotions which may produce various distortions to the research process. The researcher as a participant is liable to make errors by the misconstruction of what he experiences or may unintentionally influence the subject of the study in ways which are distorting.

Indeed the relationship between the researcher and subjects has a major impact on the results of the research. The researcher and the subjects both have an influence upon what happens. Fears, concerns, dangers felt by the subjects, if perceived may distort the findings of the research.

More specifically, Reason and Rowan (1981) refer to the problem of countertransference whereby the researcher may make faulty interpretations through the anxieties and threats which the research process causes to him or her. The researcher can project his or her own internal problems onto the world s/he is supposedly studying. Lincoln and Guba (1985) refer the problem of indeterminancy also whereby the researcher imposes a pattern upon the phenomena which is not true to it but an imposition. They also refer to the problem of reactivity whereby those under investigation may react to being studied rather acting normally.

Of paramount importance in the matter of the researcher as participant is the question of the values which are held in relation to the inquiry. No researcher can be value free and values are likely to influence the direction of any inquiry. Values need not be a disturbing element however for they are central to inquiries which deviate from the conventional paradigm. A problem arises when the researcher does not allow for them, or fails to identify them so that they permeate the research without being declared. As a result an inquiry can be merely a self-fulfilling prophecy in its outcomes. Just as a researcher may impose his or her own perceptions upon the research in a predetermined way so the research may also be distorted

by the researcher failing to maintain a truly inquiring stance and 'going native'. Thus he or she may simply absorbs the dominant values of the setting of which they are part and accept them as beyond question.

The problems of the researcher as participant are considerable for unless they are dealt with appropriately they endanger the whole of an inquiry by undermining its validity. Without attention to these dangers the participant researcher may fail to make a true interpretation of what is going on.

However as Lincoln and Guba (1985) point out, participation in the research setting need not be considered an intrusion, it may be considered an opportunity.

Lincoln and Guba (1985), Heron (1988) and Reason and Rowan (1981) all point to a multiplicity of procedures which are capable of upholding the validity of the research. The problems which confront the participant researcher are not insurmountable. All that is required is that due attention is paid to procedures to uphold validity.

The real safeguards for validity however do appear to rest not so much in a battery of precise techniques, more in the adoption of an appropriate attitude of mind by the researcher. For there can be no universal prescription of techniques for all inquiries. Rather it is an attitude of mind by the researcher that is essential whereby there is self-reflection and self-criticism. It is possible to build that process into an inquiry by the participant researcher in a systematic way so that there is an exhaustive process of checking and questioning so that the research is well founded. A proper concern has to be developed by the participant researcher to ensure that there are sufficient checks and balances so that the inquiry is fair and balanced.

In essence, the participant researcher has to ensure a high degree of self awareness. That can be facilitated by obtaining the collaboration of others to check and question the findings of the inquiry as it progresses. These others may be either directly involved in the inquiry or on the outside. Their willingness to discuss and respond to the researcher's interpretations is the

important matter. None of the findings made by the researcher should be allowed to be unquestioned or omitted from the scrutiny of others.

Reflections

The starting point of my research was the problem of fulfilling a new role, the post of decentralised staff developer for my faculty.

My knowledge and disposition towards staff development were shaped by my experience of it. I had fulfilled staff development responsibilities within my department for a few years at the request of my head of department and had participated in staff development activities both within my institution and outside it. The culmination of these activities was my secondment as a student to the Centre for Staff Development in Higher Education, immediately prior to the research.

My conception of staff development was wholly in terms of the activities which were promoted by staff developers. I also felt that staff development was a very good thing. For I had benefited professionally and improved my competence as a teacher as had others I believed, who had also participated.

The puzzling and disturbing matter for me was the low participation of staff in activities organised by staff developers. For that meant that most staff were not developing professionally. They were indifferent to improving their competences. That seemed fairly scandalous. Scandalous because my year's secondment had convinced me that there was so much scope for improving the quality of learning by more active, varied and imaginative methods. To achieve that end, greater professionalism amongs academic staff was necessary. As a decentralised staff developer, I hoped to succeed in influencing my colleagues in that direction.

Nevertheless, although I was enthusiastic about the idea of staff development, I was not at all sure about how decentralised staff developers could influence academic staff so that they improved professionally in my preferred direction. By means of the research, I hoped to find out ways by which I could fulfil the new role most effectively. I hoped that I would learn from doing the job and that I would also be able to communicate that experience more widely to

others. I also wanted to find out how my peers who occupied the same post discharged their responsibilities and with what result.

My early acquaintance with the staff development literature for the research was interesting. I found out many things of which I was ignorant. However, I was rather daunted by my encounter with various models of staff development. For they seemed very remote, abstract and an inflation of reality. They did not square much with my experience and initially, I could not see much relevance between the various models and my research. Indeed this was accentuated by the apparent lack of agreement about the categories of models of practice or at least the terminology in use. Moreover all the models had apparently been developed from the perspective of staff development practitioners who were organised centrally. Thus the various models seemed to be of dubious help to my concern.

Subsequently, the problem of the models was a recurring matter for my deliberation as I endeavoured to clarify and define models and to determinte their respective value from the accumulating evidence, in order to make sense of my investigation. It was only much later in the research process when I began to make preparations for the survey that the models of practice and responsibility for staff development really began to acquire great meaning.

In my inquiries into Brighton Polytechnic, I approached my key informants as a supporter of decentralised staff development, the system which had formerly prevailed there. When I was refused further co-operation for my proposed site visit, I interpreted that refusal as sinister. I inferred that there was an intention to conceal information which might discredit those responsible for staff development within the institution. There seemed to be a firm barrier to my further inquiries. This interpretation was influenced by one co-operative key informant, who admitted his personal antipathy to one of his former colleagues. In retrospect, I consider that the defensive response to my proposed visit was through fear that the stability of staff development, relatively recently achieved, would be disturbed. For inquiries within the institution, even if historical in orientation, might put the organisation of staff development under scrutiny again and possibly jeapordise its security. My

interpretation of decentralised staff development at Brighton Polytechnic therefore is founded on inquiries that were circumscribed. Further investigation might alter the conclusions that I made.

When I came to inquire into the genesis of decentralised staff development at Birmingham Polytechnic, I wanted to know whether its adoption really indicated a serious commitment to improve teaching and learning as I hoped. I also hoped that the earlier form of decentralised staff development, staff tutors, might confirm my own experience of the role being valuable but institutionally neglected. I was given some support in both respects but I also learned more of the complexity of staff development. I came to understand staff development as but one facet of an evolving complex institution. More specifically, I discovered that the 'shopfloor' and 'management' models had a much greater significance within Birmingham Polytechnic and a long history to boot, than I had hitherto realised. Nevertheless, I remained sceptical of the benefits of these two alternative models of staff development responsibility in comparison to my preferred 'partnership' model. In investigating earlier forms of decentralised staff development, the different models of practice came to have much more meaning. The consequences of these different models for academic staff however, remained largely unknown.

Having completed my inquiry into the genesis of decentralised staff development at Birmingham Polytechnic I wanted to use the knowledge acquired to draw some wider conclusions about how one institution had come to pursue a singular approach to staff development. For by so doing I felt that I would be able to place the experience of decentralisation more at the disposal of a wide audience. An analysis using innovation theories would enable others to consider how decentralisation of staff development, might be pursued. I was a little familiar with one innovation theory only and decided to select several others that I did not know to see what could be learned. The analysis was a demanding exercise but I was pleased that I was ultimately able to explain the adoption of decentralisation in terms of several theories. Thus I felt that others would be assisted to pursue decentralisation of staff development from having the guidance of several innovation theories.

With regard to the activities of the decentralised staff developers, my eclectic practice evolved rather than being defined as such from the beginning. In developing my role of decentralised staff developer within my faculty I was initially in favour of developing a counselling role. For in my previous year as a full-time student I had benefited considerably I felt from a counselling milieu and the message of Main (1985) gave that inclination further support. However the disappointing response to that role led me to consider other initiatives. Training activities were appreciated by my colleagues although less than I expected. Equally my efforts in starting a newsletter were fruitful I felt. In selecting and evaluating the varous initiatives that I took, I relied very much on my intuition.
I was extremely hostile at first to the responsibility that I had for a Learning Centre. It did not obviouslyfit in with any of my aspirations to influence the professional practice of my colleagues. That hostility was compounded by early encounters with my peers at meetings convened for us by the centralised staff developers. It quickly became apparent that the post was largely understood by them as being about the accumulation of equipment and materials.
The emphasis that they attached to the post was quite contrary to my own. I felt very disappointed and indeed angry with them for the betrayal of our common task. I formed the opinion that that they were largely frauds and merely interested in promoting their own careers through building up empires which would enhance their power and influence.
As I got to know the decentralised staff developers better through successive encounters my most hostile feelings towards their professional behaviour lessened. I conceded that the management of equipment and materials might have some value and so gave some more attention to my responsibility for the Learning Centre of my faculty. The diminution of my hostility corresponded to my increasing acceptance of their genuine convictions that there were real benefits both for academic staff and ultimately the quality of learning from the use of equipment and materials. Nevertheless when I came to prepare my first paper for their comment about our work (Appendix 3), I had to reconcile some disparate feelings that I had about how the

post was fulfilled. I decided to be constructive about the role but not to minimise the marginal influence that the post exercised. The lack of agreement expressed by the decentralised staff developers with my interpretation of our role was an issue that I struggled with in the research process subsequently. Was the role a major beneficial influence upon academic staff as they seemed to believe or a minor influence as I was inclined to think?

My approach to the deans was guided by opinions that I had formed about them. Because the decentralised staff developers were so limited in their conception of the post I assumed that they had been handpicked to keep it that way. I suspected that the deans would prove opposed to staff development activities for some machaeivellian reasons of their own. Certainly to have made the appointments that they had, led me to believe that they must have had some peculiar motives. I did not find my suspicions confirmed. Instead I found that the deans were busy people and although not very imaginative about staff development as I perceived it, were not actually ill disposed to its promotion.

My time as a decentralised staff developer had been a great disappointment to me because involvement with my academic colleagues was much less than I expected. I was unsure whether the marginality was through my own incompetence in fulfilling the role or a result of organisational divisions both formal and informal. My inquiries of the technicians and principal administrators of the faculties, together with other sources of information relieved me of feeling that my incompetence had been responsible for my disappointment. Instead, I was persuaded that the organisational arrangements in all faculties, particularly departments, constrained the influence of the decentralised staff developers.

In my relationship with the centralised staff developers I experienced a struggle with contending ideas. From past acquaintance, I had a high regard for them professionally. On the other hand I felt at times that they gave insufficient leadership to the decentralised staff developers. I also harbored suspicions that my disappointment with the consultation made of me by academic colleagues in my faculty was partly a result of the centralised staff developers also being

involved with some of these colleagues. My fairly frequent contact with the centralised staff developers lessened these more critical thoughts as I became much more aware of their precarious position organisationally, which was accentuated by a Directorate which was changing in composition and different in outlook to its predecessors. My interview with the Director was of great personal interest to me. I suspected that the loss of my post was a result of a Director who was totally lacking in understanding of staff development and could not care less about professional improvement. Instead I was confronted by someone who in effect, presented a well reasoned account of the 'managerial' model. Whilst I did not share his thinking, I conceded that there was substance to his argument for some managerial responsibility for staff development.

My decision to employ a survey for academic staff was a matter which took quite some time to evolve. Indeed at the start of the research I was hostile to using a survey in principle. My hostility arose from my feelings of inadequacy about my statistical and computer competences, both of which seemed essential for a successful survey. I also felt that a quantitative dimension to the research would not make a useful contribution to the subject of the research.

My reluctance to employ a survey was displaced after my post as a staff developer fizzled out. For plans to conduct sustained inquiries with academic colleagues to whom I had been a consultant could not be realised. A survey captured my enthusiasm when I realised that it afforded the prospect of yielding extensive information about all Faculty Learning Centres which had become the pivot for the activities of the decentralised staff developers throughout the institution. I also gained in confidence about employing a survey from consultation that I made with those who had more knowledge of it.

The results of the survey influenced my thinking about staff development greatly. Some of my earlier simplicities had to be abandoned in the light of new evidence. I had expected the survey to confirm that there was strong support for counselling and training activities being provided by decentralised staff developers and that the Learning Centres were white elephants.

Instead, I found that academic staff actually favoured a great range of services and activities to assist them professionally and that the Learning Centres were used and appreciated. Further support therefore, was given to the emerging idea of an eclectic decentralised staff developer from this evidence. However I was also made aware from academic staff of the real benefits which they had secured through the 'shopfloor' and 'management' models. Moreover, because I was impressed by a widely shared concern of staff about maintaining and improving their competence, I was somewhat chastened for my earlier views about staff indifference to staff development. My acceptance of the value of the 'shopfloor' and 'management' models increased.

In reviewing decentralised staff development, I was sure that the innovation had been abandoned, not because it had failed, but because a new Directorate had contrary ideas about staff development. The information that I obtained from interviews and documents did nothing to alter my interpretation.

As a result of the evidence obtained from various sources, when I presented my interpretation of the survey results (Appendix 6) to key informants, I adopted a less critical view of the role of the decentralised staff developers than earlier. Correspondingly, I took a more sophisticated appreciation of the wider context in which they worked. Uncertain of the reaction to my interpretation, I was pleased by the degree of convergence in thinking between myself and others. I was encouraged to find that my evolving ideas of decentralised staff development secured wide if not unanimous support from those who had been highly involved with it.

In approaching Coventry Polytechnic I hoped to obtain some further evidence that gave support for the success of decentralised staff development. I was disappointed that the staff development arrangements could offer little that was of relevance to my central interest.

In the final part of the research I was confronted with the task of putting together a mass of evidence obtained from many sources, of not least importance, my own experience. I wished to make some sense out of the divergent and disparate evidence and the multitude of feelings

that I had experienced. Arriving at a conclusion was a matter of travelling around information and ideas that I had visited before and putting them all together so that justice was done and coherence and cohesion secured. The conclusion that was reached was based on much more than the mere acceptance of the interpretations of a few key informants.

All the evidence suggested to me that whilst the innovation in decentralised staff development had not been a roaring success as I had originally hoped, there was enough going for the idea for it to be fruitful, provided that it was appropriately supported and adapted. That included co-existing with the 'shopfloor' and 'management' models, neither of which I had conceived of at the start of the research. In contrast to my earlier ignorance, I had a clear appreciation that different models of practice would confer different benefits with eclecticism offering the most. Although I had not anticipated it at the beginning of the research, I judged that departments rather than faculties were a better organisational basis for decentralised staff development.

In making my final interpretations, I was assisted, as I had been throughout the research process by the scrutiny and challenge presented by supervision sessions at the Centre for Staff Development in Higher Education/Centre for Higher Education Studies. This review was furthered also by student research seminars in the earlier part of the research process.

My Learning

As a result of writing this postscript I have increased my understanding of the main and opposing approaches to social and educational research, positivism and the new paradigm. Thus I have a greater knowledge of positivism, its assumptions and applications. Consequently, I am also much more aware of its limitations and weaknesses as far as the values that I hold about social inquiry are concerned.

Simultaneously, I have secured a firm command of the tenets and procedures of the new paradigm and of the different strands of thought within that broad school. I am much surer of my own support for the new paradigm as an approach which I consider most in keeping with

inquiry into human affairs. I now appreciate more fully that the new paradigm is a new and evolving approach and consider that I may have made a small contribution to its development.

I have become better acquainted with the problem of seeking knowledge and evidence. I have much clearer ideas about the means for ensuring that evidence and knowledge is valid. I recognise that knowledge requires as a necessity that certain criteria be met by it to be adequately established. In particular, I am acutely aware of the need for researchers within the new paradigm to account for their personal relationship with the subject and subjects of their research. I can now appreciate that predicated as it is on an understanding of human relationships, new paradigm research requires a full account to be made by the researcher of his or her journey into knowledge. I see that it is imperative that the researcher declares his or her values and changes within them as a result of his or her exploration lest the research findings be jeapordised. By fully accounting for the process of research as a personal encounter, I am aware that the value of knowledge is safeguarded. For the audience to the research can then satisfy themselves that valid knowledge was obtained rather than there being a manipulation or distortion imposed.

I have now established my own research as being firmly within the new paradigm. I consider that I have now shown it to satisfactorily meet the principles and practice of the new paradigm. I see that prior to writing the postscript the omission of my own journey of learning through the research created some doubt and ambiguity about how the major findings were arrived at. By understating my personal standpoint and changes to it, the validity of the research was brought into question. I have now shown that the research was a collaborative venture between myself and others. The knowledge that emerged was from a dialectical process and from a spiral of research cycles.

In conclusion, I believe that by addressing more fully the epistemological basis of this research into decentralised staff development roles in higher education, I have enhanced the validity of the evidence obtained and interpretations made.

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APPENDIX 1

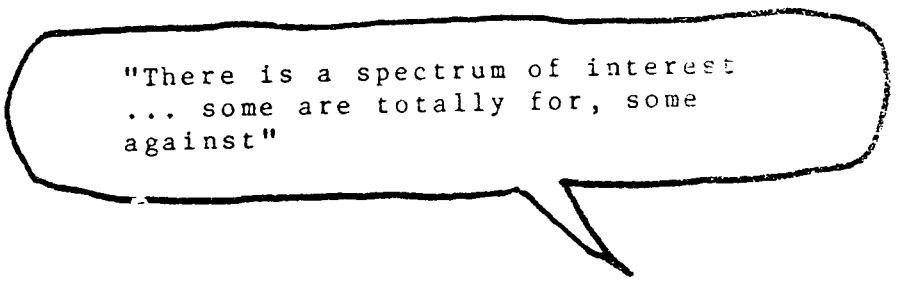
TF TUTORS

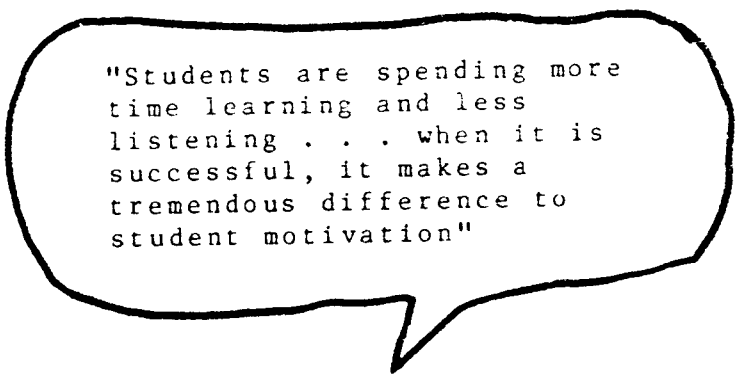
DATION STUDIES	EDUCATIONAL STUDIES & UNDERGRADUATE TEACHER TRAINING	LAW
JONES	MR A J KELLY	MRS P WOODWARD
HS & STATES	SOCIOLOGY & APPLIED SOCIAL STUDIES	ACCOUNTING AND FINANCE
G O'SULLIVAN	MR M PHILBY	MR M J HAYWARD
ERNMENT & ECONOMICS	PLANNING & LANDSCAPE	PLANNING & LANDSCAPE
R G WARD	MR M JACKSON	MR G R CROOK
ARTMENT OF CURRICULAR UDIES & POSTGRADUATE TRAINING	COMPUTER CENTRE	BUSINESS & MANAGEMENT STUDIES
I PORTER	MR G E CASTLE	MR M V HARRIS
INESS & MANAGEMENT STUDIES	ELECTRICAL ENGINEERING	ART EDUCATION
P F PAYNE	MR T A RUSSON	HELGA LOEB
IOLOGY & APPLIED SOCIAL STUDIES	CONSTRUCTION & SURVEYING	ENGLISH & FOREIGN LANGUAGES
G SMITH	MR J G W JAMES	MR H C J PEARSON

APPENDIX 2

Report of the Library Teaching and Learning Working Group 1985/86

The Library's Response to New Methods of Teaching and Learning in the Polytechnic





September 1986

Birmingham Polytechnic

Summary

This report is a review of new methods of teaching and learning in the Polytechnic, with particular emphasis on how these methods are affecting the Library , and what the Library can do to actively respond to these changes.

An overview of developments in the Library which have a bearing on student learning is followed by an account of an interview survey with academic staff. Their comments on changes in teaching and learning methods are reported in section 3, and possible implications for the Library in section 4.

Interviewees raised a number of general problems such as those connected with relationships between services, and quality of services. These are detailed in section 5.

The final section suggests a number of ways forward for the Library.

Report of the Library Teaching and Learning Working Group 1985/86

CONTENTS

Report of the Library Teaching and Learning Working Group 1985/86

Section 1

Introduction

The Library Teaching and Working Group was set up in 1984 with the following aims:

"To review and promote library involvement with new methods of teaching and learning in the Departments. The Group will make recommendations in 1985-86 which will form part of a general review of library services". (Library Strategy Plan 2.5).

One of the main objectives of the Group was to prepare a report for Library management and the Polytechnic.
The aims of the Report are to:

* Describe to the Polytechnic ways in which the Library is becoming more closely involved with new methods of teaching and learning.

* Suggest additional strategies to increase the Library's involvement in decision-making which affects these new methods.

* Recommend actions which the Library could take which would help it to react to, and stimulate, new methods of teaching and learning in the Polytechnic.

For the purposes of the Report, new methods of teaching and learning are defined as:

"All the various attempts that are being made to make teaching more productive and learning more effective. Examples would include:

the production of teaching packages of various kinds

learning packages

uses of video

project based teaching

computer-assisted learning(CAL)

Section 2

Developments in the William Kenrick Library

Since the Main Library moved into a new building in Autumn 1984, there have been a number of important changes which have encouraged students to increase their own learning outside the classroom. There have also been developments in the other site libraries.

2.1 Increased facilities in Library Services

Seminar Room

A bookable seminar room has been made available in the William Kenrick Library for students to use for working in groups, and for discussing videos. At Westbourne Road, students in the Lower (Children's) Library are able to work in groups.

Micro Room

A Microcomputer Room has been established in the William Kenrick Library to enable students to have access to micros, printers, and to the Prime minicomputer throughout the Polytechnic's working day. Various software is available for use in the Library.

A learning project funded by the EDU and the Department of Mechanical and Production Engineering has ensured that good quality documentation and instructions are available. A small-scale survey of the use of the room has also been carried out. Its findings include the following:

* Students reported that they found the Micro Room extremely useful because they could book a micro in advance
* They stated that they liked the computer documentation which had been provided
* They were concerned about the lack of technician support when software and hardware failures occur

Videotapes

A great deal of effort has been put into building up a worthwhile collection of audio-visual materials, and especially commercially produced videotapes. These can be viewed by students in the Library.

OPAC (Online Public Access Catalogue)

Online access to the catalogues through OPAC has increased students' ability to locate material independently. This facility is being developed across the Library's five sites.

Enquiry Desks

All of the Polytechnic's Libraries provide enquiry desks staffed by a Tutor Librarian. In the William Kenrick Library, enquiry desks are staffed on all three levels.

Opening Hours

Opening hours have been extended with the introduction of Saturday morning opening at Perry Barr.

2.2 Learning Projects

With the support of the EDU, the Library has carried out a number of Learning Project Support Schemes. These include:

Guides to the Library

* handouts guiding students to business and commercial information sources
* a videotape guide to the Library for part-time students

Guides to Specific Materials or Services

* introduction to musical reference work
* computer documentation for Caltext and BBC micros
* subject guide to statistics

Joint Projects with Departments

* guide to writing engineering projects
* assessing student needs in the Library Micro Room

2.3 Faculty Learning Centres

The Library has staffed "Resource Centres" in the Department of Construction and Surveying and in the Faculty of Business Studies and Law for seven years. A Survey of these centres was carried out in 1985(1). Students felt that they benefitted from a service which complemented the one offered by the Library itself.

When the Faculty Learning Centres (FLC's) were established in 1984, the Library was not given sufficient resources to provide direct clerical support for each of the six new centres. Nevertheless, the Library now operates the Information Centre element of the Business and Law FLC and co-operates closely with the Faculty Learning Project tutors in all the FLC's. At the School of Music, the FLC has two sections, with the learning section in the Library.

2.4 Other Initiatives

Teaching

Tutor Librarians are involved in teaching programmes in all departments. The level of activity depends primarily upon students needs and includes induction tours, small group seminars and individual tutorials. In some cases librarians are timetabled into course teaching, setting and marking assessed work. Considerable strides have been made in the effectiveness of the library teaching methods through attendance at EDU courses.

The EDU has also put on a number of special sessions for tutor librarians. These have proved extremely popular and more sessions are planned in the next academic year.

Resources Lists

Tutor Librarians are currently documenting audio-visual and computer software held in the Library and in other locations around the Polytechnic and in Faculty Learning Centres. A database is being prepared and lists of materials and their locations will begin to be produced at the start of the autumn term 1986/87.

(1) H. Alabaster and M. A. Shouldred
"A Survey of Resource Centres at City of Birmingham Polytechnic" Library and Information Research News 8 (December 1985), 16-17.

3. Results of a Survey on New Methods of Teaching and Learning: General Impressions.

3.1 Introduction

The Library Teaching and Learning Group Members felt that more could be discovered about about ways in which new approaches were affecting the Library. It decided that no approaches could be made to the majority user group in the Library, Polytechnic students, until more was known about which methods of teaching and learning were being employed. So it was agreed to undertake a small-scale survey, collecting data by interviewing some appropriate academic staff.

The aims of the interviews were to:

* Establish some views on new methods
* Discover which methods were said to be being used
* Gather suggestions on ways in which the Library could respond to these developments

The survey methodology and details of interviewees is given in appendix 1.

3.2 Results of the Survey

Computing and Audio-Visual Support

Most of the interviewees interpreted new methods of teaching and learning in terms of hardware-based methods, rather than in terms of styles or approaches to teaching or learning. Consequently there was much discussion of two areas, the use of videos and computers.

Video is being widely used in most faculties, with a mixture of bought-in commercial programs, off-air recordings and some in-house material. Most Faculties make use of material in both the Library and the EDL.

Interviewees felt that although computers are widely used, they are by no means fully integrated into the curriculum. Implementation often seems to depend on the inclinations and aptitudes of individual lecturers. Word processing is commonly expected of students on many courses, although there does not always seem to be a systematic teaching program for word processing skills.

CAL was frequently talked about and is being used in some faculties such as Built Environment, and Engineering. The Computer Centre itself had not shown much enthusiasm for what was referred to as "crude CAL", by one interviewee, as it was felt to be neither sufficiently flexible nor inter-active to promote effective learning.

One teacher put the technology into perspective: "All the hardware is merely a means to an end..... we don't want to get bogged down with machines"

Developments in Departments

Some faculties had developed a number of new methods as a result of their own specific needs, e.g. Built Environment have a long tradition of project based teaching, and Engineering have been buying electronic packages and tape-slide material for some time.

SASS have been especially active in introducing new methods through the involvement of the EDU. Among other activities, the EDU has arranged a seminar for staff to discuss LPSS projects.

LPSS projects were an especially important means of providing staff with time or ET&M to develop learning packages appropriate to student needs.

Open Learning

Open Learning is another important development. An Open Learning Centre has been set up to promote this method of learning. The Centre had sent lecturers on BOLDU courses at the Birmingham Open Learning Development Unit. The Director of the Centre had discussed with the Library the kinds of facilities which could be provided for Open Learning students.

Progress

The general ethos, according to interviewees, was changing but it was "a slow process". Several Faculty Learning Projects Tutors suggested that both academic staff and students felt threatened by changes in teaching and learning.

"There is a spectrum of interest... some are totally for, some against."

Faculty Learning Projects Tutors did not always feel that they had a clear view of what was happening, and some felt that there were many developments taking place outside the sphere of influence of the FLC.

"It is very difficult for me to know what is going on... you get a very bitty picture".

The Tutors saw the need to counteract the feeling of being threatened as one of their major roles.

Some individuals who were interviewed expressed a great sense of commitment towards new methods of teaching and learning.

"Students are spending more time learning and less listening . . . when it is successful, it makes a tremendous difference to student motivation".

Section 4 Results of the Survey: Implications for the Library

Interviewees made a number of comments on the way the Library might react to changes in teaching and learning styles.

4.1 Active Promotion

It was repeatedly stressed that the Library could publicise and sell itself more actively. Its services such as fax and online searching were felt to be under-utilised and under-promoted. Interviewees valued the Library's teaching role. Nevertheless they felt that tutor librarians needed to make teachers more aware of the benefit of their information skills.

The Library holds a small number of packages of journal articles compiled by lecturers. There was felt to be considerable scope for tutor librarians to actively promote this service. The copyright clearance facilities were not sufficiently well known.

4.2 Awareness of Developments

Some interviewees felt that the Library could be more responsive to changes in courses by active participation in course development.

The Library could make itself more part of the education process through the provision of newer and less traditional material which were related to students courses e.g. CBT packages, open learning packages. It was felt that the Library needed to work harder to move away from an image of being a book-based depository, and should aim to find out what materials academic staff required.

4.3 Links between Services

Better links between the learning services units were constantly referred to. One example was the potential benefit of swift and informal lending of material between the Library and the Faculty Learning Centres, according to several Faculty Learning Project Tutors. One Faculty Learning Project Tutor suggested that there should be more positive advice from the Library about the kinds of materials which might be available for the Centre. He would also welcome suggestions and guidance on arrangement of materials. The advantage of electronic links between the Centres and Library using the Polytechnic electronic mail system on the CASE was also mentioned.

4.4 Providing a Positive Service

Some interviewees felt that the Library was difficult to use. As an example, a lecturer referred to problems for students in finding books on information technology: "We need an IT route map..."

Part-time students were felt to have particular problems, especially lack of time to visit the Library and use the facilities effectively.

The Library needed to be increasingly flexible for example, over opening hours, and increasingly more of an active advice centre. Both academic staff and students needed help, it was stressed, and sometimes wanted positive advice, rather than merely information.

Section 5

Results of a Survey: Problem Areas

Several main points of concern were expressed by interviewees:

5.1 Time

Finding time is a problem for all academic staff in the Polytechnic: innovations do not just happen. Although the Learning Project Support Scheme was helping enormously, interviewees felt that they and their colleagues did not get time to find out about changes in other institutions, and to plan and implement new ideas.

"There are just not enough times when people can sit back and think...."

"Lack of time is an institutional problem"

5.2 Technical Support

Lack of technical support in the preparation of new material was felt to be a serious problem and one that affected the Library. The Library could set up a microcomputer room, argued one Faculty Learning Projects Tutor, but lacks the technician support to provide the best possible service when machines and software fail.
He also doubted the Library staff's ability to help students with computer software.

"The Library can offer the setting-up but not detailed knowledge of the packages".

5.3 Cost of materials

Who pays? New materials are often expensive yet the co-ordination of the purchase of videos or computer software, for instance across the Polytechnic seems to be totally haphazard.

In the past the Library has not always been able to ensure that its contribution to a new course was properly costed at the CL form stage. One Faculty Learning Projects Tutor asked if the Library would be consulted as new methods are costed for courses. Will it be able to afford to support new methods?

5.4 Faculty Learning Centres

The relationship between the Faculty Learning Centres and the Library is still evolving. Faculty Learning Projects Tutors seemed unclear about how their Centres should relate to the Library and what degree of overlap of materials and services should be encouraged. However, all the Faculty Learning Projects Tutors interviewed were seeking a close relationship with the Library, and seemed to value its services. One said:

"The Library is absolutely vital".

5.5 Quality of Service

There is likely to be less money, more student numbers and fewer academic staff in the immediate future. Is it possible to meet the demands of additional students and simultaneously introduce more student-centred learning without more resources?

Several Faculty Learning Project Tutors expressed grave reservations and wondered how this might affect the Library, amongst other services. Will it be able to offer adequate access to increasingly large groups of students? They asked if the Library would have sufficient materials or accommodation to provide a high-quality service. They wondered if it would be able to cope with rapid increases in demand.

6. Ways Forward for the Library

The following ways forward for the Library seemed to be suggested in discussions with academic staff.

The Library could:

6.1 Increase active involvement with Departments and Learning Service units e.g. in software purchases, teaching.

Suggested course of action:

* A Library Working Group on the purchase of materials had already been set up.

* The Library is currently implementing more flexible loans between it and the Faculty Learning Centres.

* A meeting between the Faculty Tutor Librarians and the Faculty Learning Projects Tutors, convened by the EDU would be extremely useful.

* Subject Librarians could work more closely with Faculty Learning Projects Tutors.

* The publication of resource lists could stimulate better co-ordination between the Library and Departments on the purchase of computer and audio-visual software.

* The Library could monitor more closely the changing microcomputer software and hardware available for student use in the Polytechnic. The Library's micros need to be compatible with those in teaching departments.

* The Library could discuss with Computer Services the possibilities for networked facilities to give student maximum access to software.

6.2 Build up its knowledge of the information needs of students and staff

Suggested course of action:

* The Library could benefit from student feedback after teaching sessions.

* The Library needs to clarify its involvement in course evaluation and review, to gain additional feedback.

6.3 Actively promote and market its services.

Suggested course of action:

Some suggestions on publications should be referred to the Library Publicity and Public Relations Working Group. These ideas include:

* Preparation of 1 page sheet on Library Services for academic staff. Possibly a different sheet for each Faculty, plus one for the Directorate.

* More publicity on copyright clearance - possibly a sheet in current awareness bulletins.

* List of contacts in the Library.

Other ideas include:

* More sessions for academic staff on fax, online, with emphasis on saving their time.

* Extra publicity for EDU Information Service.

Enquiries:

* The Library needs to give a positive enquiry service to users. Suggestions included seminars for Library Staff on:
  dealing with enquiries
  passing on information to a colleague
  when to refer an enquiry
  establishing user needs.

* Courses for academic staff on availablity of materials in particular subject areas.

* Brief video on library services

6.4 Attempt to balance flexibility of service with limited resources.

Suggested course of action:

* The Group endorsed the need for more technician support for the Micro Room as well as for audio-visual and reprographic equipment.

The Library would send the Report to the Polytechnic Teaching and Learning Working Group, the Library User Group and to Faculty Boards, and would invite responses from them.

Appendix 1

Survey Methodology

A total of twelve semi-structured interviews were carried out by librarians in the period January-April 1986, and one more in July 1986. Interviews were felt to be the most appropriate survey method as the Group were not sure or what respondents might feel about new methods and the Library.

The interviewees were Faculty Learning Project Tutors and some other Polytechnic staff with a particular interest in teaching and learning. One Tutor declined to be interviewed as he felt he was not yet in a position to comment in detail on his job.

The Report was prepared from notes taken in the interviews, which lasted between forty five minutes to one hour.

Interviewees

7 Faculty Learning Projects Tutors:

D Cranmer	School of Music
H Gardiner	Built Environment
T Harris	Art and Design
H Kelly	Engineering and Computer Technology
A Kelly	FETT
G Smith	Health and Social Sciences
A Wild	Business Studies and Law

5 Other Interviewees:

Dr K Bardon	Director, Inter-Faculty School of Information Technology Studies
Mrs D Eastcott	Representative of EDU
D Miller	Representative of Department of Computing
Dr K Johnson	Director, Polytechnic Enterprise Unit
M Lewis	Director, Open Learning Centre

Appendix 2

Regular members of the Library Teaching and Learning Working Group 1985/6:

Jennifer Beardwood

Sue Clegg

Jessie Cook

Alison Keyworth

Michael Shoolbred - Chairman

Stella Thebridge

Diana Eastcott - EDU

APPENDIX 3

THE ROLE OF FACULTY LEARNING PROJECTS TUTORS

Introduction

The purpose of this paper is to attempt a profile of the faculty learning projects tutors (hereafter referred to as the Tutors) and so to engender some discussion about how the role is performed and how it might be performed better. I shall attempt to identify matters of common interest rather than to point to individual differences. The data is derived primarily from interviews of approximately an hour in length, which I conducted with the 5 present occupants of the role, 3 past occupants and my own observations and reflections while occupying the post.

Tasks

The major tasks which the Tutors perform are the acquisition, funding, and maintenance of equipment and materials located in Faculty Learning Centres and promoting the use of all facilities in these Centres by colleagues and students. Some considerable time can be take up with administrative tasks to do with maintaining the Centre as a responsive source of educational equipment to colleagues and students.

Deans

The support and approval of Deans of Faculties for Tutors activities seems customary, and particularly necessary for the maintenance and development of facil ities where funding is required. The closeness of the relationship between Tutor and Dean seems to be important for the Tutor's feeling of influence in the Faculty and his sense of job satisfaction or morale. Heads of Departments do not seem to be particularly significant colleagues for the Tutors from the point of view of working relationships.

Formal organisation

The Tutors on the whole, are represented on relevant policy making bodies in their Faculties where their contribution is considered pertinent. Such bodies vary from Faculty to Faculty but they usually have a decision-making responsibility which affects the Learning Centre or resources for it.

Informal organisation

In performing the role, the Tutors engage in much informal consultation with colleagues about the services offered by their Centre, and its use and development. Contact with colleagues is spontaneous and casual and can occur either in the Learning Centre or outside it. Such contact is largely over the use of items such as computers and word processors and the software for them, overhead projectors, video cassette recorders and cassettes, reprographic machines, other audio-visual aids. Access to print-based materials and their development seems to be a lesser matter of transactions overall. Reprographic facilities seem to be a pivotal facility in most of the Centres without which there would be significantly less use of the Centre.

Besides the formal machinery of Faculties (usually a sub-committee or working group of Faculty Board) and informal discussions with colleagues, Tutors do not participate much at all in other forums within their Faculties such as Boards of Studies or Schools of Studies. (Nor are they invited to!) Tutors generally, do not appear to be involved as key figures in working parties or groups on particular educational development matters other than those concerned with hardware which have

already been identified. There is some indication that Tutors have most contact with colleagues in their own departments and that it is much less with colleagues in departments other than their own. This seems to be true for the use of the Centres as well. Social and spatial distance are probably important factors which influence both uneven co-operation and use. Direct contact with students seems to be through the introductory use of equipment or materials.

Educational Development Unit

Relationship with the EDU is valued and takes the form of varying consultation mainly over the acquisition of materials and equipment, and management of technicians. Issues arising from technicians which have occupied the Tutors have also extended to technicians which are departmental rather than EDU. In fulfilling the role, some supervision and co-operation with the technician in the Centre is necessary. This relationship does not appear to be without difficulties on occasion but easy overall.

Innovation

The activity of Tutors with respect to innovation through the learning projects support scheme seems very slight indeed. Very few projects have involved Tutors in any substantial way; colleagues seem to pursue these comfortably without much help from Tutors. Indeed where promotion of projects has been attempted the response from colleagues has not been strong. Tutors do not seem to be directly involved with their colleagues in helping to make changes in teaching and learning methods at all. Privatisation rules (O.K?). A concern of Tutors linked to the lack of interest by colleagues in learning projects is the use by colleagues of the Learning Centres which falls below expectations at least in most cases. Various initiatives seem to have been attempted to encourage greater use but Tutors overall express some concern that Centres are not the hub of educational development in their Faculty that they would like them to be. Here there does seem to be a problem for the Tutors in the resistance of colleagues. This resistance is less overt hostility, more a lack of interest or indifference to what the Tutors have to offer or the help that they might give. Indeed it seems that initiatives which have been taken by Tutors with respect to colleagues have been less than a complete success. The marginal role to educational development in their Faculties which some Tutors feel is further indicated by the Report of the Library Teaching and Learning Working Group 1985/86 which reported: "Faculty Learning Projects Tutors did not always feel they had a clear view of what was happening, and some felt that there were many developments taking place outside the sphere of influence of the FLC." The departure of three individuals from the post (of which there are only six) in the short initial period of existence also seems an indication of the difficulty and dissatisfaction which accompanies the role at present.

Conclusion

The innovation of decentralised educational development to which we have all been a party at Birmingham Polytechnic is unique according to the review of international literature which I have conducted for my research. It has not been without its difficulties and disappointments for those who have been involved with it. From this venture so far what experiences can we usefully exchange to learn more about doing the job better? Perhaps we should start by first recognising the achievments and successes, however modest?.

George Smith
March 1987

APPENDIX 4

Questionnaire on Professional Development of Teaching Staff in Birmingham Polytechnic

Questionnaire No:

Please answer all the questions, either by circling the number which corresponds with your answer or writing in your answer briefly. All questions refer to the period since September 1985.

1.1 Department: 1.2 Faculty:

1.3 Sex: Male 1 Female 2

1.4 Position: Principal Lecturer 1 Senior Lecturer 2 Lecturer 11 3

1.5 Length of Employment at Birmingham Polytechnic:

2 years and under	Over 2 years and under 5 years	Over 5 years and under 10 years	Over 10 years
1	2	3	4

2.1 How often have you visited the Learning Centre <u>that serves your Faculty?</u> This is in rooms 273 and 225.

Very often (Once a week or more)	Fairly often (Several times a month)	Infrequently	Never
4	3	2	1

2.2 Which facilities have you used in the Learning Centre <u>that serves your Faculty?</u> Please answer for each row.

	Not Applicable	No	Yes
Use video service	0	1	2
Use reprographic equipment	0	1	2
Obtain information	0	1	2
Obtain learning materials	0	1	2
Use miscellaneous equipment	0	1	2
Donate learning materials	0	1	2
Other (please give details below)	0	1	2

2.3 How satisfied are you with the facilities offered by the Learning Centre that serves your Faculty?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
4	3	3	1

2.4 Can you please comment on your answer to 2.3?

2.5 What changes, if any, would you like to see in the facilities offered by the Learning Centre that serves your Faculty, to make it more satisfactory to you? Please answer for each row.

	No	Yes
Additional equipment	1	2
Additional advice/information about facilities	1	2
Additional learning materials	1	2
Other (please give details below)	1	2

3.1 Is there a member of teaching staff currently responsible for the management of the Learning Centre that serves your Faculty?

Yes	Uncertain	No
3	2	1

If Yes, go to question 3.2, if other answer go to question 4.1.

3.2 How often, if at all, have you consulted the member of teaching staff who is responsible for managing the Learning Centre that serves your Faculty?

Very often (Once a week or more)	Fairly often (Several times a month)	Infrequently	Never
4	3	2	1

3.3 What has been the main reason for the consultation?

Equipment/ learning materials	Teaching methods	Student learning issues	Other issues (please give details below)
1	2	3	4

4.1 Is there a distinct resource centre or repository of equipment and learning materials for the joint use of the teaching staff and students of your Department?

Yes	Uncertain	No
3	2	1

If Yes go to question 4.2, if other answer go to question 5.1.

4.2 How often have you used the facilities of the resource centre or repository of your Department?

Very often (Once a week or more)	Fairly often (Several times a month)	Infrequently	Never
4	3	2	1

4.3 Which facilities have you used in the resource centre or repository of your Department? Please answer for each row.

	Not Applicable	No	Yes
Reprography	0	1	2
Use miscellaneous equipment	0	1	2
Obtain learning materials	0	1	2
Donate learning materials	0	1	2
Obtain information	0	1	2
Other (please give details below)	0	1	2

4.4 How satisfied are you with the facilities offered by the resource centre or repository of your Department?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
4	3	2	1

4.5 Can you please comment on your answer to 4.4?

4.6 What changes, if any, would you like to see in the facilities offered by the resource centre or repository of your Department to make it more satisfactory to you? Please answer for each row.

	No	Yes
Additional equipment	1	2
Additional advice/information about facilities	1	2
Additional learning materials	1	2
Other (please give details below)	1	2

5.1 Is there a member of teaching staff in your Department responsible for promoting activities to improve teaching and learning and associated matters?

Yes	Uncertain	No
3	2	1

If Yes, go to question 5.2, if other answer go to question 5.3

5.2 Can you identify the activities for which this member of teaching staff is responsible? Please answer for each row.

	No	Yes
Acquisition and management of equipment	1	2
Management of learning materials	1	2
Distribution of information	1	2
Advice to teaching staff	1	2
Arranging seminars etc.	1	2
Other (please give details below)	1	2

5.3 What is your opinion, in principle, of a member of teaching staff in your Department being given responsibility for promoting activities to improve teaching and learning and associated matters?

Strongly approve	Approve	Disapprove	Strongly disapprove
4	3	2	1

5.4 Can you please comment on your answer to 5.3?

6.1 Did you have a staff development interview during the last academic year?

Yes	Uncertain	No
3	2	1

If Yes go to question 6.2, if other answer go to question 7.1

6.2 Which person conducted the interview?

Head of Department	Director of School of Studies	Principal Lecturer	Other (Please give details below)
1	2	3	4

6.3 In your opinion, how satisfactory was your last staff development interview in assisting with your professional aspirations?

Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory
4	3	2	1

6.4 Can you please comment on your answer to 6.3?

6.5 Did you make a change in any aspect of your work, as a result of the last staff development interview? By work I mean teaching, research, administration or other activities for which you are responsible.

Yes	Uncertain	No
3	2	1

6.6 In your opinion, is there suitable professional assistance available for teaching staff who wish to change some aspect of their work as a result of the staff development interview?

Yes	Uncertain	No
3	2	1

6.7 Can you please comment on your answer to 6.6?

7.1 How often, if at all, have you visited the EDU to use its facilities? This is in room F3 at Perry Barr.

Very often (Once a week or more)	Fairly often (Several times a month)	Infrequently	Never
4	3	2	1

7.2 Which facilities have you used in the EDU? Please answer for each row.

	No	Yes
Use media services	1	2
Use miscellaneous equipment	1	2
Obtain information	1	2
Obtain professional advice	1	2
Participate in workshops etc	1	2
Other (please give details below)	1	2

8.1 Is there any aspect of your work in which you have made a change over the past 2 to 3 years? For example, adopting a new teaching method, starting a research project, modifying a course.

Yes	No
2	1

If Yes go to question 8.2, if No go to question 9.1

8.2 How important were colleagues <u>from within your Department</u> in assisting the change? By help I mean encouragement, information, advice, materials or similar. Please answer for each row.

	Of no importance	Slightly important	Fairly important	Highly important
Head of Department	1	2	3	4
Course Director	1	2	3	4
Director of School of Studies	1	2	3	4
Course Team colleague	1	2	3	4
Other (please give details below)	1	2	3	4

8.3 How important were services <u>from outside your Department</u> but within the Polytechnic, in assisting the change? Please answer for each row.

	Of no importance	Slightly important	Fairly important	Highly important
EDU	1	2	3	4
Library	1	2	3	4
Faculty Learning Centre	1	2	3	4
Computer Services	1	2	3	4
Student Services Unit	1	2	3	4
Other (please give details below)	1	2	3	4

9.1 Is there any aspect of your work, that you would like to change in the future? By work, I mean teaching, research, administration or other activities for which you are responsible.

Yes	No
2	1

If Yes go to question 9.2, if No go to question 10.1.

9.2 How important, in your opinion, are various factors in helping you to change any aspect of your work in the future? Please answer for each row.

	Of no importance	Slightly important	Fairly important	Highly important
Some release from usual responsibilities	1	2	3	4
Advice	1	2	3	4
Information	1	2	3	4
Support and encouragement	1	2	3	4
Training	1	2	3	4
Materials/equipment	1	2	3	4
Personal satisfaction	1	2	3	4
Public approval	1	2	3	4
Administrative/technical assistance	1	2	3	4
Student expectations	1	2	3	4
Other factors (please give details below)	1	2	3	4

10.1 What is your opinion in general, of the opportunities and facilities open to you at present to improve your professional competence?

Very unsatisfactory	Unsatisfactory	Satisfactory	Very satisfactory
1	2	3	4

10.2 Can you please comment on your answer to 10.1?

10.3 How do you personally feel about your professional competence in various aspects of your work? Please answer for each row.

	Not applic-able	Very dissat-isfied	Dissat-isfied	Satis-fied	Very satis-fied
Teaching and student learning	0	1	2	3	4
Projects and research	0	1	2	3	4
Administration, management and policy	0	1	2	3	4
Guidance and counselling	0	1	2	3	4
External professional activities e.g. examining consultancy etc	0	1	2	3	4
Curriculum development	0	1	2	3	4
Developing and updating subject knowledge	0	1	2	3	4

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11. If you would like to enlarge on any of your answers or add any comment that you consider will be helpful to the research, please use the space below to do so.

Thank you for answering these questions. Please return the completed questionnaire by internal mail in the envelope provided by 9 May 1988.

APPENDIX 5

Department of Sociology & Applied Social Studies
Faculty of Health & Social Sciences
City of Birmingham Polytechnic
Perry Barr Birmingham B42 2SU
Tel 021-331 5520

Professor Paul Waddington BA Dip TP
Head of Department

Birmingham Polytechnic

Our ref
Your ref
Date 28 April 1988

Dear Colleague,

Professional Development of Teaching Staff in Birmingham Polytechnic

I am researching the ways in which the teaching staff of institutions of higher education are helped to develop in competence for their work (teaching, research, administration and other activities), by the organisations which employ them.

For the research, I want to obtain from staff in Birmingham Polytechnic, their experience of the facilities and opportunities which are available to assist them in their work and their aspirations for further professional development. To accomplish this aim, I am sending a questionnaire to a selection of staff.

I hope that you will feel that it is worthwhile to give your time to filling in the questionnaire. There has been little investigation of the professional development of teaching staff in the polytechnics, so the research (which is registered for a Ph D at the Institute of Education, University of London) can make a valuable academic contribution with practical implications.

I can assure you that the information that you provide in the questionnaire will be treated in absolute confidence.

If you have any queries do not hesitate to write or telephone me on extension 5532.

I thank you for your co-operation.

Yours faithfully,

George Smith

George Smith

APPENDIX 6

ACADEMIC STAFF AND FACULTY LEARNING TUTORS AT BIRMINGHAM POLYTECHNIC

Introduction

This paper summarises the results from a survey of academic staff at Birmingham Polytechnic and makes an interpretation with relevance to the role of faculty learning tutors. The survey was undertaken for Ph D research.

Methodology of the research

The survey was conducted to ascertain staff experience of various facilities for staff development and staff perceptions of their needs for further professional development. A questionnaire was administered in May 1988 to a virtually one in two random sample of academic staff in all (7) faculties except Music. Questionnaires were completed and returned from 149 respondents, (56.4% of the sample). More detailed information was obtained in Autumn 1988 when a representative sub-sample of 30 academic staff was interviewed.

Learning Resources Centres

These 6 centres, including the computer rooms in the Institute of Art and Design, were used to a varying extent by staff. Thus 22% visited them very often, (once a week or more), 28% fairly often, (several times a month) 38% infrequently and 10% never. These figures suggest that a substantial number of staff perform their work with little or no help from their centre.

Of the facilities available from these centres, the video service and reprographic equipment were the most used services, 76% and 79% respectively. Very few staff had donated learning materials to their Centres, (12.8%), perhaps an expression of their lack of 'ownership'. Staff on the whole were satisfied with the facilities available, 5% were very satisfied and 73% satisfied. The interviews suggested that the high degree of satisfaction is associated with modest expectations of learning resources centres. For some staff there was uncertainty over the facilities available, for others, the centres were perceived as being more for students than staff. Overall, the centres were not seen as highly important to the work of staff. The facilities of centres were accepted by most staff as useful options, but with much neutrality about their development.

Faculty Learning Tutors

The marginality of the centres to academic staff is mirrored by the relationship of the faculty learning tutors to academic staff. Thus 35% of staff were uncertain whether there was a member of staff responsible for the management of their learning resources centre. Consultation with the tutor was not often for most staff, thus 53% of staff claimed to consult tutors infrequently and 18% claimed never to have consulted. The purpose of the consultation was for one reason mainly. Thus 74% of consultation was over equipment and materials.

Although the tutor's role as a manager of equipment and materials seems mutually defined by staff and tutors, the interviews suggested that some staff would welcome a widening of the role to encompass the initiation of other activities to assist them in other aspects of their work. These might include seminars and workshops, a consultancy service over teaching methods and information about new developments in teaching. For a few staff, confirmation of the tutor's expertise in teaching, either through experience or qualifications would be a necessary

condition for their positive response to a widening of the role. Of those staff who welcomed a change in the role of the tutor, there was common agreement that it be facilitative or enabling in character.

Departments

The survey showed that there is a substantial reservoir of equipment and materials in departments, some of it concentrated in accommodation recognised as departmental resource centres, some diffused in cupboards, storerooms and other places. To a large extent this supply seems both to parallel and complement the facilities within learning resources centres. These facilities in departments appear to be more accessible, better used and of greater importance to academic staff than learning resource centres. Thus of the 40% of staff who confirmed that there was a departmental resource centre in their department, 45%, said they used it very often (cf. 23% for learning resources centres). This diffused supply of equipment and materials is an important means of staff development. Alongside it is the stimulus provided by fairly informal encounters between colleagues, either casually or through small meetings instigated over shared concerns and responsibilities such as subjects or units of courses. This 'shopfloor' domain of staff development reduces or obviates the need for staff to visit learning resources centres or to consult tutors. It also explains why 36% of staff estimated that course team colleagues were highly important to them in assisting to make a change in their work in the past in comparison to 0.8% who estimated that learning resources centres were highly important.

Although only 20% of staff confirmed that there was a member of staff in their department responsible for promoting activities to improve teaching and learning, (formerly titled staff tutors), the principle of a colleague acting as a facilitor commanded wide support with over 80% either approving or strongly approving. Although many staff foresaw difficulties in the implementation of the principle, there was even an even greater number who were sure that there was scope for help to be offered to staff for the improvement of teaching and learning. Some indications of the scope of that help are indicated under professional needs.

Heads of Departments

The survey confirmed that staff considered that heads of department were influential upon their professional development through activity that was both proactive and reactive. Two common examples cited by staff with appreciation, were the support given by heads of departments for attendance at conferences and for changing teaching responsibilities. Even so, some dissatisfaction amongs staff was manifested towards the responsibilities exercised by heads of department for staff development. This dissatisfaction was shown most clearly in relation to the annual staff development interview. Of those staff who confirmed that they had experienced a staff development interview in the last academic year (approximately two thirds), just under a third considered it either unsatisfactory or very unsatisfactory. The interviews suggested that dissatisfaction arose from the failure of heads of departments to make the interviews helpful to staff through mismanagement of the occasion. In general, a proper dialogue was missing for staff who were dissatisfied.

The annual staff development interview was not influential in helping staff to make a change in their work, according to 64% of staff. The

lack of positive impact of interviews may be attributable to the absence of available assistance to staff afterwards.

Educational Development Unit

The proportion of staff never to have used the EDU was a sizeable minority at 22% and appeared to be the result of the spatial, organisational and social distance of the Unit from staff.

Of those who had used the facilities of the Unit, greatest popularity was accorded to miscellaneous equipment 77%, with smaller and varying proportions using other facilities: media services 58%, information 52%, professional advice 36%, workshops 20%. Appreciation of the Unit was very clear amongst those who were its regular users. The popularity of the EDU amongst staff seems based on its eclectic approach, for whilst few of its users used all of its services, the wide range of its facilities meant that it was likely to satisfy at least one aspect of professional development amongst users.

Its recent re-naming as the Learning Methods Unit accompanied by several changes in its activities and responsibilities, was widely perceived by staff who used it, as its abolition. The Unit is no longer perceived by its regular users as offering accessibility to a wide range of high quality services. Charging to departments for some services was mentioned in two interviews as the creation of a barrier. In general the changes in the EDU were seen by its admirers as a loss of assistance to them.

Professional needs

The survey found that a substantial proportion of staff (80%), would like to make a change in some aspect of their work in the future. When staff were asked to estimate the importance of 10 factors for helping them to change any aspect of their work, every factor was estimated as highly important by a distinct albeit varying proportion:

some release from usual responsibility	54%
advice	21%
information	31%
support and encouragement	46%
training	21%
materials/equipment	32%
personal satisfaction	73%
public approval	12%
administrative/technical assistance	28%
student expectations	38%

These figures suggest that a multiplicity of factors, of which equipment and materials are but one, are important to staff in helping them to make changes in their work.

The survey indicated that many staff were critical of existing opportunities available to them to improve their professional competence. Thus 53% stated that opportunities were either unsatisfactory or very unsatisfactory. Whilst this dissatisfaction was attributed by staff partly to lack of time through excessive duties (teaching and administration) and a lack of management support, a lack of services and activities was also identified as an important cause. A more explicit guide to the needs of staff for professional development was shown when staff were asked for their feelings about seven aspects of their professional competence. Overall it was found that for each aspect of professional competence, there was a substantial proportion of staff who were either dissatisfied or very dissatisfied:

teaching and student learning	15%
projects and research	47%
administration, management and policy	45%
guidance and counselling	28%
external professional activities	32%
curriculum development	37%
developing and updating subject knowledge	40%

Conclusion

The survey confirmed that the faculty learning tutors and the learning resources centres for which they are responsible are used by staff predominantly for equipment and materials, and that staff are satisfied with them. However the contribution of these facilities to staff development is marginal.

Of greater importance to staff are the informal relationships constructed around courses and the extensive material facilities which are available within departments. Heads of departments are also significant in the assistance that they give to staff for their development.

The EDU was found to be valued by staff through its eclectic role; changes in that role appear to have diminished the service that is available to staff.

Even with this plurality of facilities for staff development, there is considerable dissatisfaction amongst staff about professional development and there remains extensive and varied needs for professional development which are not being met. As staff have indicated support for the principle of a facilitor colleague who is close to them organisationally, it seems feasible that these needs could be met by the faculty learning tutors extending their activities beyond the promotion of the use of equipment and materials. They would then be able to initiate more and varied opportunities for staff, in different aspects of professional development. In so doing, they would increase the importance of the contribution that they make to the staff development process. To accomplish this change in role, negotiations would be required both with Management (deans of faculties and heads of departments) and academic staff of the respective faculties.

George Smith
December 1988

APPENDIX 7

REVIEW OF THE EDUCATIONAL DEVELOPMENT UNIT

1. Introduction

1.1 The publication of the Government's White Paper ["Meeting the Challenge"] and the subsequent Education Reform Bill, indicating that, in the light of their maturity and their successful role in the provision of HE, the Polytechnics and Colleges would be "rewarded" by the grant of corporate status has prompted most HE institutions in the public sector to re-appraise the efficiency and effectiveness of their internal management systems. A further prompt, in this respect, was provided by the NAB's report on Good Management Practice. It proposed inter alia that the Polytechnics and Colleges should identify their strategic "mission" and restructure their internal management systems where necessary in order to achieve their stated aims.

1.2 In the light of these developments, and the increasing scale of its activities, Birmingham Polytechnic has opted for a management system which devolves an increasing range of power and responsibilities to Faculties. Within the framework of the Polytechnic's strategic aims, the Faculties have been encouraged to produce corporate plans indicating their planned development over the three years ahead. At the same time, the Faculties have become quasi-cost-centres, with enhanced control over the budget allocated to fund their corporate plans. This form of devolution is designed to allow each Faculty to exploit its individual strengths, thus enhancing the identity of individual and collective purpose, while simultaneously improving the lines of accountable management.

1.3 Following the decision to more towards a devolved system of accountable management, several reviews have been undertaken or are being conducted under the auspices of the Directorate team concerned with the efficiency and effectiveness of central systems and the relationship between the Centre and other functionally distinct units (essentially the Faculties). It is in this context that the Director of the Polytechnic commissioned a rewview of the provision of support for teaching and learning methods in the central Educational Development Unit (EDU).

2. Terms of Reference

To produce a report which reviews the Educational Development Unit's current functions and proposes a corporate plan for the central unit. The report should consider, inter alia:

a) the role of the central unit as the Polytechnic moves towards incorporation and in the light of the decision to devolve more powers and responsibilities to the Faculties;

b) the structure of the central unit and the way its services might be delivered to geographically distant units (i.e. Faculties);

c) the relationship of the EDU to the external relations function;

d) the relationship of the EDU to student services.

e) the relationship of the EDU to the Central reprographic function.

3. Method

The report was prepared by the Assistant Director (Academic Planning) after wide-ranging discussions with those most directly concerned, supplemented by written responses.

a) Several meeting were held with Academic staff working in the Unit. They were also encouraged to provide information and their ideas of possible future directions for the Unit, in the form of written responses. Information likely to be useful to staff in the Unit, gleaned from discussions with other respondents, was also fedback systematically during the process of the review.

b) All Deans were invited to share their thoughts on the current and future role of the Unit, with the Assistant Director (Academic Planning). With one exception, all responded, either by seeking a meeting to discuss the review or providing a written response or both. In the case of the Faculty of Business Studies and Law, a written response was submitted after wide consultation with the staff throughout the Faculty. In the case of the Faculty of Art and Design, the EDU technician was invited to join the discussion with the Dean.

c) Discussions also took place with: David Warner, (Assistant Director-External Affairs), Bill Gale (Polytechnic Secretary), Derek Winslow (Assistant Director -Resources), Professor Derek Cherrington, (Head of the Open Learning Centre), Russell Rowley, (Head of Student Services), Marilyn Seeckts, (Public Relations Officer).

d) Following a dicussion with Nadine Dereza, (Welfare Officer of the Students Union), it was agreed that the Students Union would undertake a survey of opinion among students, via student representatives of the usefulness of Faculty Learning Centres. At the time of writing this report has not been received.

4. Review of the EDU

4.1 The Educational Development Unit was originally set up by the Academic Board in 1979, with two specific functions;

a) To promote good teaching and effective learning throughout the Polytechnic.

b) To promote research into teaching and learning in the Polytechnic.

The orientation of these functions was therefore essentially internal: the motivating idea was that a central Polytechnic Unit should provide support to teaching staff employed by, and to courses provided by, the institution.

4.2 Since then, the functions of the central EDU have evolved in a number of ways. It is now a multi-functional unit providing a range of services, extending considerably beyond the initial staff development function.

4.3 Some indication of the changes in its function can be gleaned by scrutiny of the following list:

4.3.1 "Training the trainers": The staff development function has extended in an ad hoc and unplanned way to include a range of services including the organisation of induction courses for new staff, assistance with course design; the promotion of student-centred learning and other developments in teaching and learning methods by the provision of funding under the Learning Projects Support Scheme.

4.3.2 Support for teaching and learning is not only provided by the central EDU but increasingly by "satellites"- the Faculty Learning Centres, set up to make the functions of the EDU more accessible to staff and students in geographically distant units.

4.3.3 Support for teaching and learning developments, has extended into the development of open and distance learning approaches.

4.3.4 Research into teaching and learning methods has been extended to include externally funded research projects and the dissemination of research results in national conferences.

4.3.5 By engaging in and organising national conferences, staff in the EDU have begun to play an increasingly important role in the promotion of Birmingham Polytechnic as a centre of excellence in the field of educational research.

4.4 The above list shows that the focus of much of the EDU's work is now associated with the promotional and external affairs function of the Polytechnic. Indeed, one of the facts emerging from the review was that the EDU is held in considerably higher esteem outside the Polytechnic, than it is internally.

5. How the Faculties Perceive the EDU

The EDU was initially set up as an integrated technical and educational service. It is however quite clear that as the scope of its activities has evolved, the users (i.e. primarily staff in the Faculties), have become increasingly less certain about its role. In discussion, staff in the Faculties made a clear distinction between

a) the "academic" function of the EDU
b) the technical and/or media support function.

5.2 The Academic Function

5.2.1 All those Faculties which responded were very positive in their support for the academic functions of the EDU. There was unanimous agreement that a central unit should continue to provide support and advice on new developments in teaching and learning methods. It was however, obvious that not all faculties were fully informed of the range of services potentially available to them from the central unit. All Faculties spoke of their good relationship with the academic members of the unit. Some commented on the "dilemma" which has dictated that the EDU should adopt a re-active rather than a pro-active stance in exercising its academic functions, given the sensitivity attached to its training role. This seems to go part way in explaining both the differential use made by the Faculties of the central EDU and the discrepancy between its internal and external reputation.

5.2.2 The Open Learning Centre

It is interesting to note that whilst most Faculties are aware of the EDU's role in promoting the development of teaching materials associated with student-centered learning, through the Learning Project Support Scheme, there is little knowledge of the open learning function of the unit. This seems to be partly explained by the way in which the Open Learning Centre has itself evolved. Initially it was set up as a means of widening access largely through the organisation of short courses. More recently, however, it has become increasingly identified with distance learning and the production of course materials for use in the provision of courses offered in this mode, (notably the P.T BA in Business Studies course).

5.3 The Technical and Media Support Functions

5.3.1 There was much less agreement on the provision of technical and media support by the central EDU. It was generally conceded that, in principal, certain types of services can be provided more efficiently and cost-effectively through a central unit. It was also agreed that it made economic sense to retain a central

pool of expensive equipment in order to avoid duplication and under-utilisation, if such equipment were purchased by individual faculties. Similarly, it was agreed that there was a role for a central EDU as a repository of professional training and advice for technical personnel.

5.3.2 There was less agreement however about the extent to which technical and media support services could in practice be provided by the centre in a reliable and cost-effective way. Those services which came in for particular criticism were those relating to promotion and publicity (especially photography, video production and graphics) and reprography.

5.3.3 Dissatisfaction on the part of Faculties in respect of central provision is already indicated in a number of ways including:

a) decisions by certain Deans to invest Faculty resources in the provision of certain services in-house (e.g. Reprography, graphics and video production).

b) Inter-faculty trading in services (e.g graphics and video production)

c) The evolution of Faculty Learning Centres in line with the specific needs of the Faculty in which they are located.

5.3.4 This clearly poses critical questions about the most effective use of scarce Polytechnic resources. While economic logic might dictate that central provision is the best way of ensuring cost effective provision it is clear that the Faculties will only be persuaded to avail themselves of centrally provided services if they are convinced of their quality, reliability and value for money.

5.4 The EDU and Student Services

5.4.1 As was indicated earlier, the orientation of the EDU when it was initially established was staff directed. By focussing on the enhancement of teaching methods, its activities were seen as an essential part of the staff development function. The "boundary" of its activity was therefore crudely the pedagodic skills of academic members of staff. The Student Services Unit has, by contrast, traditionally focussed attention on the learning side of the equation, specifically on student study skills.

5.4.2 Recently, the traditional boundary between the EDU and Student Services has become more difficult to sustain.There are two main reasons for this:

a) the development of student-centred approaches which puts a greater premium on the learning process and on the teacher's role as a facilitator. This means that

the staff of the EDU are called on to work increasingly closely with staff in the Student Services Unit concerned with learning skills.

b) increasing SSR's and staff shortages in some areas have resulted in the reduction or withdrawal of academic counselling (including study skills) by teaching staff and the partial transfer of this function to student services.

5.4.3 Staff in both the EDU and Student Services agree that it is educationally desirable that irrespective of any reorganisation of the functions of the central EDU, the complementarity of the functions of the two units should be enhanced.

5.5 The Promotional Activities of the EDU

5.5.1 The EDU was initially conceived and established to provide an integrated educational and technical service to teaching staff employed within the Polytechnic. Over time its role has become increasingly associated with the Polytechnic's marketing functions, notably -

a) through research into teaching and learning methods, some of which has been externally funded (e.g. the FEU Funded Project "Learning by Doing") and the CNAA funded project on Student-Centred Evaluation of Quality);

b) through the presentation of papers, and dissemination of research results at national and international conferences i.e. via SCED (Standing Conference on Education Development);

c) By the organisation of national conferences i.e. the Society for Research into Higher Education.

d) The development and marketing of distance learning packages.

e) By the involvement of technical staff in the unit in the provision of high quality materials (e.g. graphics, video etc.) and the provision of technical support for conferences, organised or hosted by Birmingham Polytechnic.

There is thus both a natural and a potential overlap and complementarity of the functions of EDU and the External Affairs unit.

6. Summary

6.1 The EDU has evolved into a multi-functional unit. The very diversity of its functions is paradoxically both its greatest strength and its greatest weakness: it is this which has clouded the perception across the Polytechnic of both the role of the unit and the services it can provide. It is also clear that the nature of the relationship between the EDU and the clients it serves has exacerbated this identity problem. Clearly it is desirable that if services are to be provided by a central unit either to geographically distant units (i.e. Faculties) or indeed to users in the centre, provision should be organised on a more professional basis.

6.2 In addition, the notion of an integrated educational and technical service provided centrally has been seriously undermined by several developments, including:

a) the creation of a distributed system via the Faculty Learning Centres.

b) The decision to devolve increasing powers and responsibilities to the Faculties.

Both of these developments have sharpened the Faculties' awareness of their relationship with the centre. Consequently, Deans are increasingly critical of the quality and reliability of the services provided by the centre for a price over which they have no control. Clearly, as potential consumers of central services they are entitled to seek value for money.

6.3 The decision by some Deans to provide the services for themselves in-house is doubly wasteful of Polytechnic resources. Duplication of provision is not only uneconomic per se it also means that they are effectively paying twice, since they are already "charged" for the services provided centrally via top-slicing.

6.4 Thus, if Faculties are to be persuaded to accept that central provision is the most economically efficient, some way needs to be found of convincing them that the centre can deliver. This suggests a contractual relationship between the Faculties, as the customers, and the centre as the provider of services. Such an approach would put the relationship between customer and supplier on a more professional basis, as well as providing the former with the assurances about value for money required.

6.5 The argument for a fully integrated Educational Development Unit providing advice/consultancy and support in the field of teaching and learning developments and the management of technological support is difficult to sustain in the light of organisational changes currently taking place within the

institution. However, any reorganisation based on a de facto separation of the academic and technological support functions should recognise that the supply of high quality research and consultancy services will rely on adequate technical and clerical support.

6.6 Similarly, whilst some of the income generating activities of the EDU clearly have a promotional dimension, it is vital to ensure that educational research/consultancy and PR/marketing functions are not confused.

6.7 The establishment within the External Affairs Unit of a number of sub-units with clearly defined functions, should improve the efficiency of service delivery. It should also introduce a more effective system of accountable management. However, it is clearly vital to ensure that those heading the sub-units are managerially competent in order to reduce the managerial burden falling on the Assistant Director (External Affairs).

7. Recommendations

Recommendation 1 The academic section of the EDU should be reconstituted as a separate sub-unit of the External Affairs Unit. The Head ofthe EDU should be directly accountable to the Assistant Director (External Affairs) for the functions of the Unit, which which shall include the following:

a) To support the work of the Academic Board in seeking ways of improving the quality of course provision, i.e. by taking advantage of new developments in teaching and learning methods.

b) To conduct programmes of action research into ways of improving the quality of the educational experience offered to students.

c) To organise conferences and workshops, especially those relating to developments in teaching and learning methods, which enhance the quality of student experience.

d) To initiate, in collaboration with the Central for Marketing (CMU) developments in the application of educational technology which support improvements in teaching and learning.

The inter-relationship of the units functions is illustrated schematically in diagram 1 in Appendix 1.

Recommendation 2 While it is not suggested that the central EDU should be self-funding, the advice and consultancy services offered by the Unit should be provided to users on a contractual basis. Charging for its services would put its relations with users on a more professional basis and underline its income generating capacity (internally and externally). (It is anticipated that one of the major users of the Unit's services will be the Centre, i.e. in the organisation of workshops and research in the field of quality assurance).

Recommendation 3. The EDU should be renamed, its new name reflecting the range of services offered. Examples of possible titles are included in Appendix 2. Details of the Unit's new role and the services provided, should be publicised widely within the Polytechnic to enhance its new image. Note: the physical location of the Unit may be an issue.

Recommendation 4 The Development of Distance Learning modes, in competition with the Open University, is neither feasible nor desirable. Since the evidence of demand in the market currently served by the Polytechnic is questionable and as the Institution has neither the technical nor the financial resources needed to seek markets overseas, the Open Learning Centre should be closed down.

Recommendation 5 Responsibility for the day to day management of the Faculty Learning Centres should pass to the Deans. The responsibilities of the Faculty Learning Centres should evolve in line with the teaching and learning and education support needs of the individual faculties in which they are situated. Nevertheless, it is anticipated that staff in the Faculties will avail themselves of the services provided by the appropriate sub-units of the External Affairs Unit on a contractual basis via the Faculty Learning Centres. Responsibility for the employment, conditions of service and professional development of staff in the Faculty LearningCentres will remain with the appropriate central manager (viz Code of Practice).

Recommendation 6: The educational technology functions of the central EDU should be hived-off from the academic unit.

a) Faculties should, through the FLCs, take increasing responsibility for the production of text-based materials (including computer generating graphics), slides, etc., insofar as this can be achieved economically.

b) In order to provide more effective and high quality support to Faculties in their promotional and marketing efforts, the the Central Reprography, Graphics and origination function should be combined in one unit - the Central Marketing Unit - (CMU), responsible through the appropriate manager to the Assistant Director (External Affairs). A review of the staffing needs of the new integrated unit should be carried out before its establishment, careful consideration being given to the quantity and quality of graphics expertise needed.

c) In the light of the resignation of the Promotion/Marketing Officer, consideration should be given to providing assistance to the Assistant Director (External Affairs) by the appointment of someone with writing/publicity skills. Two alternative strategies might be considered:

   i) appointing a Press/Publicity Officer, directly responsible to the Assistant Director (External Affairs) (grade SO1).

   ii) combining the Press/Publicity Officer function with Management of the CMU by appointing at a higher grade (PO3)

Recommendation 7. The services offered by the new centre should be available on a contractual (i.e. charging) basis.

Recommendation 8. In the absence of demand for the centrally provided services (say within 18 months of the operation of the contracting system), central provision should cease.

Recommendation 9. Responsibility for managing the CCTV studios should be transferred to the main user, i.e. the Department of English and Communication Studies. The present system of sharing the facility with other departments/courses should, however, be maintained. The three technician posts associated with the studios should also be transferred. The appointment of a principal technician in the Faculty of Health and Social Sciences should now proceed.

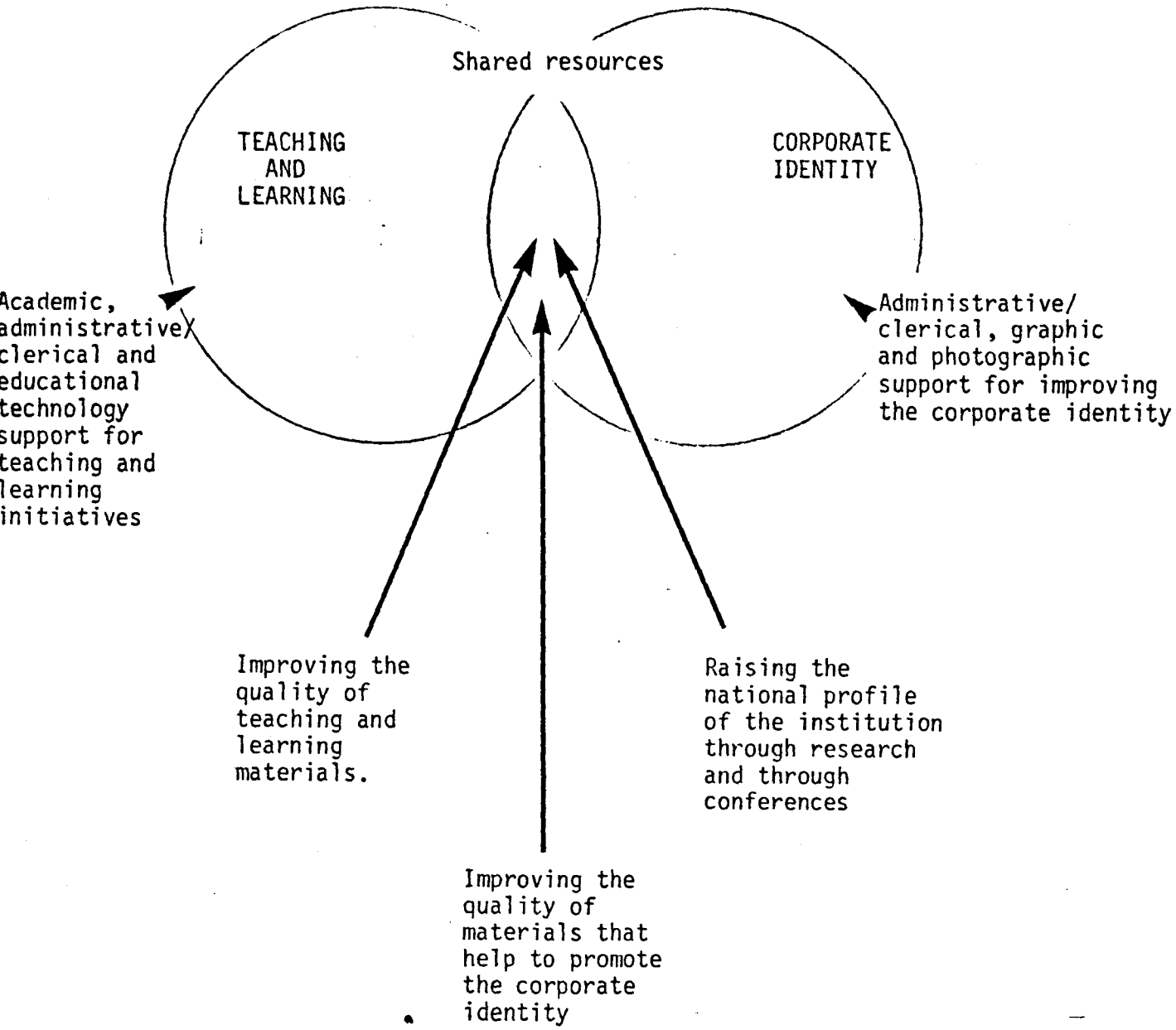
Recommendation 10. Management of other expensive capital equipment (i.e. the Linatron) and its commercial exploitation should be the responsibility of the central unit. Access should be available to Faculties on a contractual basis (i.e. they should pay for the services provided).

The diagram in Appendix 3 shows schematically how the Centre might be organised. The staffing and functions set out in the diagram are indicative rather than prescriptive. While the Polytechnic Secretary has been informally consulted, no attempt has been made at this stage, to produce definitive proposals or rigorously cost these.

Recommendation 11. Prior to the implementation of these recommendations, a careful and detailed analysis of the administrative, technical and clerical support needed for the revised structure, together with an audit of available skills should be undertaken. The geographical and physical layout of the current facilties should also be reviewed.

Diana M Green
19 January 1988

The interface between support for teaching and learning and support for improving the corporate identity of the institution



POSSIBLE TITLES FOR THE RESTRUCTURED EDU

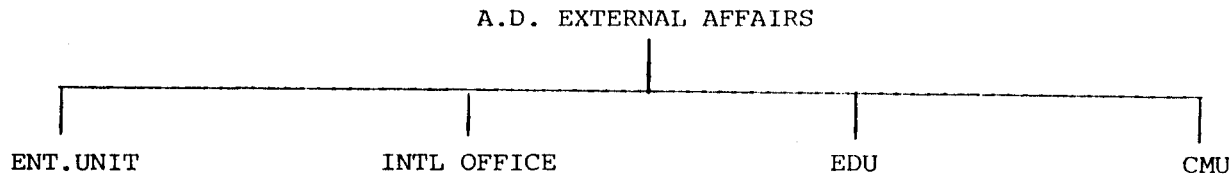
ECTU - Educational Consultancy and Training Unit

UDAT - Unit for Educational Development and Training

TSU - Training Systems Unit

LSU - Learning Systems Unit

EXTERNAL AFFAIRS UNIT



TEF

SHORT COURSES/
CONSULTANCY

CENTRAL MARKETING UNIT

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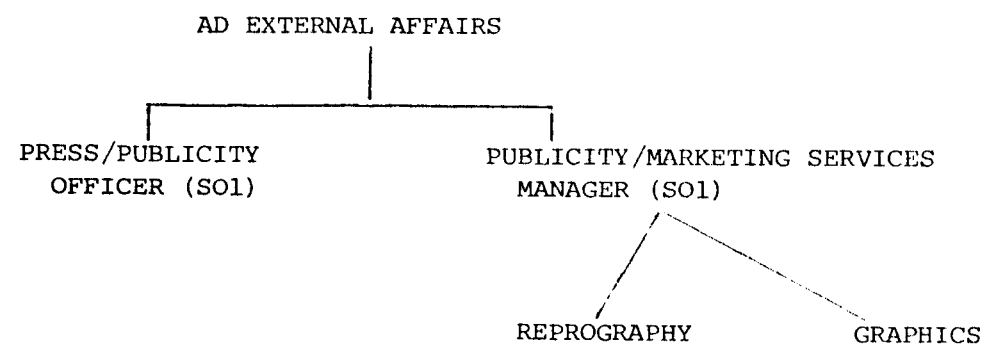

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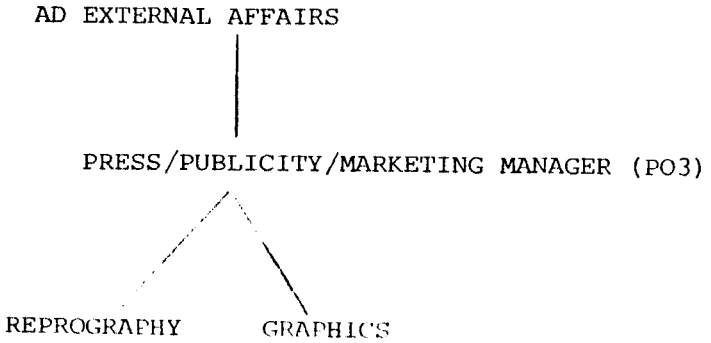


APPENDIX 8

THE LEARNING METHODS UNIT: ITS ROLE AND SERVICES

STAFF: Bob Farmer — B.Sc. PGCE, Principal Lecturer, Head of Unit

Diana Eastcott — B.Sc (Soc Sci), PGCE, ALA, *(Currently completing MA Management Learning by part-time study at Lancaster University)*

LOCATION: Feeney Building (same office space as the former EDU)
Telephone: 5380 or 5382

WHAT IS THIS BROCHURE ABOUT?

It is in two sections:

- ~ A general outline, which tells you about our new role and the services we can offer, following the Directorate review of the Educational Development Unit.
- ~ Details of one aspect of our services - The Teaching Development Workshops and Seminars and Study Skills Services for Students. These have deliberately been presented in detail in order that you can see what is new available "off the shelf". **We would be pleased to design other such programmes to meet your specific needs.**

SECTION 1

GENERAL OUTLINE

OUR NEW ROLE

As a result of a Directorate review of the Educational Development Unit, the Academic Section of the EDU has been reconstituted as a separate sub-section of the External Affairs Unit. The media functions of the former EDU have become the responsibility of the Faculties.

We are now responsible to David Warner and have a new title: **Learning Methods Unit**.

We have the following major functions:

a. supporting the work of Academic Board, by working on ways of improving the quality of the educational experience to students.

b. conducting programmes of action research into ways of improving teaching and learning methods.

c. organising conferences and workshops and initiating developments in the application of educational and training technology.

Birmingham Polytechnic now has a high national profile with regard to work on teaching and learning. The Learning Methods Unit is committeed to maintaining this reputation, through its work with SCED (Standing Conference on Educational Development) SRHE (Society for Research into Higher Education) and MUPCET (Midlands Universities and Polytechnics Committee for Educational Technology).

SERVICES ON OFFER

Learning Projects Support Scheme Under this scheme we provide academic and financial support for you to undertake projects which encourage innovation, promote the transfer of ideas and improve the quality of teaching and learning. To achieve this, a modest amount of visiting teacher funding is administered by us under three headings:

a. to buy in outside subject expertise to work on your project

b. to fund visiting teachers so that you can be released for a few hours a week to complete your project.

c. to fund short workshops on specific topics to do with learning methods.

Bids are considered on a first come first served basis. This Scheme has been running successfully for a number of years and we are in a position to provide you with help in planning your project and in the design of effective learning materials. An application form for the Scheme is included in this brochure.

Action Research The Learning Methods Unit is interested in action 'research' into innovative methods of teaching and learning, which will improve the quality of the educational experience for students. A recent example is on FEU funded project 'Learning by Doing' which had as its outcome a comprehensive manual of teaching methods on ways of linking lectures with learning from experience on placements, in

the laboratory or through work based projects. We are at present investigating further sources of funding to follow up this work and we are keen to meet you if you are interested in solving the practical difficulties of applying experiential models of learning in your own teaching.

Study Skills Services Many students acquire the skills of studying only as a 'spin-off' or by-product of attending lectures and completing assignments. It is increasingly common for institutions in Higher Education to offer students help in maximising their potential as learners. We are able to provide help in the following ways:

a. taking your classes for introductory sessions on "Effective Study" which are generic to all learning situations.

b. working closely with you on ways of integrating a wider range of 'learning skills'into existing learning activities, assignments and course programmes.

Teaching Development Workshops and Seminars We can offer a wide range of workshops and seminars on different methods of teaching and learning on a departmental, cross-departmental or faculty basis. These are described in detail in Section 2 of this brochure.

We would be pleased to design other such programmes to meet your specific needs.

Conferences We have been actively concerned with running major Conferences devoted to the improvement of educational and training methods. In April 1989 the Learning Methods Unit will be organising the 24th Conference of the Association of Educational and Training Technology (ETIC) a major international conference with over 350 delegates. A 'call for papers' is included with this Brochure and we will welcome as much involvement as possible from teaching staff at the Polytechnic. The 1989 Conference, 'Making Learning Systems Work' is concerned with educational methods, not simply technological applications and for the first time a major educational technology conference will focus on the human issues that determine whether or not learning methods work effectively.

Consultancy We hope that friends and colleagues will continue to call and see us on the third floor of the Feeney Building (F). A considerable resource of books videos and other materials on learning methods, evalution and assessment are at hand and we will be happy to continue to work with you in adapting 'new' ideas to your specific needs. It should be noted that informal help of this kind will NOT be costed to your department.

Course design, development and evaluation Bob Farmer is a member of the Academic Policy Committee, which is responsible for academic planning and quality assurance across the Polytechnic. We would be pleased to continue to help you with course design and development, and assist in evaluation of courses. We have a wide selection of course evaluation questionnaires and techniques available for your use.

We are working closely with John O'Shea and Kim Thomas who are responsible for the CNAA funded research project to investigate the degree of satisfaction which students gain from their educational experience. The project is initially concentrating on part-time students and aims to produce a methodological tool kit to evaluate satisfaction.

WE LOOK FORWARD TO WORKING WITH YOU.

RECHARGING FOR LEARNING METHODS UNIT SERVICES

The recent review of the Educational Development Unit included a recommendation by the Directorate that in future some of the services offered by the Learning Methods Unit should be recharged to the clients, in order that the work of the Unit is visible and accountable. The way in which this will operate is as follows:-

Central Funding (i.e. non-recharged activities) will include:

a. "Drop in" counselling and consultancy for staff

b. Induction courses for new staff

c. Learning Projects Support Scheme

d. Conference support for departments and faculties.

Specific Funding (i.e. activities recharged to the client) will include:

a. Learning Skills sessions for students

b. Staff Development courses and workshops for staff

c. Formal Teaching on faculty curriculum

d. Activities processed through the Enterprise Unit

Levels of Recharging

Levels of Recharging for activities outlined will be made at existing visiting teachers rates plus E T & M for materials where appropriate. Such recharges will be credited to the central V.T. budget. Recharging of LMU services to external clients will be at market rates agreed in discussion with the Enterprise Unit.

Details of Study Skills Workshops and Teaching Development Workshops follow in Section 2 of this Brochure.

APPENDIX 9

APPENDIX 'E'

City of Birmingham Polytechnic
Academic Board
47th Meeting, 11th September 1974

S T A F F D E V E L O P M E N T P O L I C Y

Contents:-

STAFF DEVELOPMENT - A POLICY PROPOSAL

INTRODUCTION

1. The purpose of a policy for staff development must be to encourage, promote and provide for the continuous improvement of the skills, expertise and experience of the academic staff of the Polytechnic so that they may be better able to serve the aims of the institution through the enhancement of their own individual aspirations.

2. Staff development is seen as a co-operative venture between the Polytechnic and its Departments on the one hand and individual members of staff on the other. The principal and greater contribution in terms of time and effort must be made by the member of staff. Therefore, in general, staff development cannot be imposed upon staff; they cannot be regimented into lines of development for which they feel no personal motivation. Rather, the Polytechnic should respond to the needs of its staff by providing a broad framework within which Departments can effect appropriate programmes, retaining the freedom of personal choice within the limits of Polytechnic and Departmental needs and as external constraints allow.

3. Individual members of staff should recognise that the staff development programme is primarily directed toward enabling them to achieve personal development for their own benefit. That advantage can only be gained as a result of their own individual efforts without which the programme cannot succeed.

4. The broad areas of need for staff development are seen to consist of the following:

   (a) Teaching (including counselling) skills.

   (b) Subject knowledge.

   (c) Educational development.

   (d) Educational management.

   The relative importance of these areas is considered to vary according to the stage reached in the career of a member of staff. Teaching and subject knowledge are thought to be more important during the early years, although revisions of teaching and subject knowledge must require continuous attention throughout a teaching career. At the beginning of a career in the Polytechnic all academic staff need an introduction to the institution.

continued.....

5. It is important to preserve freedom of choice in identifying courses which are relevant to the needs of staff in improving knowledge of their subjects and in educational theory. However, it may be desirable to pay special attention to members of staff with limited experience of teaching and to senior staff with little previous experience of management (see paragraph 15 and Annexe A).

6. The Polytechnic must recognise the value of the development of its academic resources by seeking to provide purpose and coherence to its activities in this area. It may express its recognition by the allocation of appropriate finance, by the clear definition of responsibilities, by the provision of a suitable framework for individual programmes which will normally be related to the work of the Department and/or the Polytechnic, by the explicit requirement that specific courses and programmes should be undertaken by particular members of staff and by the provision of supporting facilities for selected courses.

7. The Polytechnic must be seen to accept responsibility for the provision of adequate resources and facilities to enable members of staff to take advantage of programmes for development. Where courses are presented within the Polytechnic - such as the Induction Course - then the teaching staff must be given the support they require.

8. Financial provision for attendance of courses and conferences and payment of fees and allowable expenses is obtained partly from the Teachers Training Pool with additional support directly from the Polytechnic's budget. It is desirable that the total effective annual expenditure on staff development should be specified in relation to the provision for the salaries of academic staff and to the pattern of activities to be sustained. Some broad measure of the desirable levels of activity and of the costs involved are given below:-

Activity	1972/73 level	Desirable level	Unit Cost p.a.	Total Cost p.a.
Research for higher degrees.	10% staff	20% staff.	£100	£12,000
Research not for higher degrees.	10% staff	20% staff	£100	£12,000
Secondment	6 staff	20 staff	£4000	£80,000
P.T. degree courses	9 staff	20 staff	£100	£2,000
Short courses and conferences	20% staff	30% staff	£100	£18,000
			Total	£124,000 p.a.

It has been assumed above that there are some 600 full-time academic staff, the average cost of one member of staff being £4000 p.a. The total salary bill would then be £2,400,000 p.a. and the expenditure on staff development is seen to comprise approximately 5% of the salary bill.

continued....

9. It is further considered appropriate that up to 3% of the salary bill should be expended on full-time secondment, but that the Polytechnic should retain the freedom to vary the distribution of expenditure according to the needs of the staff development programme.

10. The Academic Board has accepted responsibility for the establishment of staff development policy via the Staff Development Committee but the responsibility for implementation of that policy rests with Heads of Departments.

11. The Polytechnic should appreciate the relationship between a policy for staffing and that for staff development in improving the efficiency of use of human resources.

OBJECTIVES

12. Programmes for staff development should be designed to provide opportunities for academic staff:

(a) to achieve and maintain the high professional standards necessary to the effective performance of their duties by the continuous development of their knowledge and awareness of teaching and counselling methods and of their subjects;

(b) to increase satisfaction in their jobs by improving knowledge and ability and by enhancing opportunities for experience;

(c) to prepare for new and increased responsibilities in developing careers, and in changing Polytechnic and Departmental circumstances;

(d) to improve their ability to contribute to and their understanding of the Polytechnic and its development.

OPPORTUNITIES FOR STAFF DEVELOPMENT

13. It should be the policy of the Academic Board to encourage:-

(a) Induction and continuation courses

(b) In-Service teacher training courses

(c) Full-time courses leading to an additional qualification

(d) Part-time courses leading to an additional qualification

(e) Research leading to a higher degree

(f) Secondment to industry or other institutions (with or without exchange of staff)

(g) Short courses and conferences

(h) Research (not for a higher degree) and consultancy

(i) Job rotation within the Department/Polytechnic

and, of course, that private study undertaken continuously on a personal basis which is essential to every sphere of professional activity.

continued.....

PRIORITIES

14. While accepting responsibility for the provision of the opportunities listed above, the Academic Board must reserve the right to determine priorities in the allocation of those resources available to it in the light of other responsibilities and specific areas of need within the staff development programme which it may identify. While members of staff may reasonably expect support for their development programmes, the form and timing of that support must be related to Polytechnic and Departmental needs and responsibilities.

IMPLEMENTATION OF POLICY

Induction and Continuation Courses

15. All newly appointed members of staff should be expected to attend an Induction Course which should be subject to periodic review concerning its objectives and academic content. Members of staff with limited experience of teaching should be expected to attend an introductory course on teaching methods. When a sufficient number of Departmental Professional Tutors (see paragraph 40) have been appointed then advantage would be gained from the formation of an Education Unit which could be charged with the conduct of the Induction Course, and with its extension to support the Departmental development of teaching and counselling skills as well as its expansion to later, mid-career programmes for established academic staff.

In-Service Teachers Training Courses

16. Further attendance of teaching courses should be left to the discretion of the member of staff, but encouragement to do so should be given. Study for formal teaching qualifications would be of benefit to both the staff and the Polytechnic. To obtain the most economical use of resources, staff should be especially urged to take advantage of four-term sandwich courses such as that presented by Wolverhampton Technical Teachers College and elsewhere. New developments in the Birmingham area should also be considered as they arise.

Full-time Courses

17. Full-time study necessitates total relief from Departmental and Polytechnic duties for the member of staff while salary, pension, insurance and similar payments are maintained. This process is normally called secondment.

18. Recognising the merits of full-time study in developing knowledge of new and existing subject areas of relevance to the work of the Departments, greater attention should be paid wherever possible to the use of one-term secondment, and to secondment onto a course of study within the Polytechnic.

19. Secondment is presently financed in such a way that seconded staff cannot be replaced. This places an additional work load on the remaining staff which is unacceptable especially in small Departments. The financial arrangements should be revised to allow temporary appointments to replace seconded staff.

20. To qualify for secondment staff must have completed five years' service in education and should have spent a reasonable time on the staff of the Polytechnic. In special circumstances, when, for example, a Department has an urgent and proved need for additional expertise, leave of absence with salary may be given to staff having less than five years' service.

continued....

21. Resignation of academic staff from the Polytechnic after a period of secondment cannot be prevented but rather should be accepted within an enlightened view of staff development as a service to the profession.

22. The Polytechnic should continue to reimburse staff for all fees payable in connection with full-time courses as well as subsistence and terminal travel allowances.

Part-time Courses

23. Support for part-time courses leading to additional qualifications currently consists of reimbursement for all fees and for allowable travel expenses. This support should continue.

24. In addition, members of staff may be allowed some relaxation of teaching duties as circumstances permit. Such support must be left to the discretion of Heads of Departments. Relaxations will not normally contribute significantly to the total time available for study, which must be derived largely from private, out-of-work hours. However, relaxation may provide positive recognition and encouragement of personal effort. It is recommended that relaxation from teaching duties be given in units of 3 hours or one-half day per week.

Research for a Higher Degree

25. Members of staff currently pursuing part-time studies leading to either a Masters or a Doctoral degree by research may be reimbursed for fees, travel, and other reasonable expenses up to a total of £400 per person for the whole period of their research. The extent of this support will need to be reviewed from time to time.

26. The remarks above (paragraph 24) in respect of relaxation of teaching duties will be valid in the present context.

27. Members of staff studying for a higher degree by research will be entitled to such academic and other support which the Academic Board is able to provide through its Research Committee.

Secondment to Industry or other Institutions

28. Secondment of a member of staff to industry, commerce, other institutions of education, research establishments, art centres, music festivals, and similar, as a contributing member of that organisation can provide a valuable extension of experience and should be encouraged.

Short Courses and Conferences

29. Short courses and conferences provide opportunities for improvements in skills and knowledge, to meet others of like interests and, hence, to exchange views and ideas, and to publicise the work of the Polytechnic.

continued.....

30. The Polytechnic is able to support attendance at short courses and conferences by reimbursing travel and subsistence expenses incurred by members of staff.

31. The proliferation of short courses and conferences available to members of staff must inevitably result in an apparent absence of co-ordination in their use for staff development. However, Heads of Departments and their staff should be urged to move toward a planned use of such opportunities related directly toward the needs of the member of staff and of the Department.

32. In particular, rational use should be made of appropriate study conferences at the Further Education Staff College, Coombe Lodge, thus supporting the activities of the College which is directly concerned with the development of staff in the Further Education sector. The Polytechnic might also consider ways in which it might participate in the planning and presentation of courses at the College. A commentary on the current programme of the College is presented in Annexe A.

Research and Consultancy

33. Improvements in knowledge and understanding of an academic area of interest can be gained from the pursuit of research and consultancy work. In both cases, members of staff are afforded opportunities to make personal contributions to knowledge and its application and this in itself can be rewarding.

34. The Polytechnic should recognise the importance of research in staff development and should seek to provide the facilities and support (including finance) required to encourage this activity.

35. Similarily, the Polytechnic should provide the facilities necessary to encourage staff participation in consultancy work.

Job Rotation

36. The development of new courses continues to offer the prospect of that greater job satisfaction which arises from new challenges and varied situations. In the same way, stimulus can be provided by rotating the allocation of teaching and other responsibilities within existing courses and across the breadth of activity in the Departments.

THE ROLE OF THE HEAD OF DEPARTMENT

37. The first problem in staff development is to identify individual needs. In most cases, the member of staff will be the best judge of his or her requirements but advice from more experienced and knowledgeable colleagues should be made available. This is best provided in the Departments in the first instance, with Polytechnic support as appropriate.

38. By virtue of his seniority and of his knowledge of circumstances, the Head of Department must accept primary responsibility for the development of his or her staff. Together with Departmental staff, the Head of Department should plan and review ways and means of encouraging each member of staff to achieve the objectives listed in paragraph 12. Agreed courses of action should be put into effect as soon as practicable. The method adopted must be left to the discretion of the Departments, but attention should be drawn to the advantages for this purpose of an annual consultation between individual members of staff and their Head of Department.

...tinued

39. Academic staff should recognise that the support provided by the Polytechnic is derived from public funds and that they should be held accountable for its proper use. Since the renewal of support will require annual approval, it would be appropriate to require an annual report from each Head of Department to the Staff Development Committee to provide a means of monitoring the progress of each member of staff in receipt of support.

The Professional Tutor

40. Much of the detailed work of establishing an advisory service within a Department may be delegated by a Head of Department to a Professional Tutor or an equivalent member of staff. The latter would be responsible for the provision of information on available opportunities and on procedures, and for the organisation of Departmental seminars, lectures, and other activities associated with staff development. He or she would be particularly concerned with the introduction of new members of staff to the Department, and would maintain the Departmental records related to staff development. (Papers on "The Professional Tutor in the Polytechnic" were presented by Mr. C.H. Beech of the Department of Business Studies and Finance, to the Academic Planning Committee on 27th June, 1973 and to the Staff Development Committee on 7th December, 1973).

ANNEXE A: FURTHER EDUCATION STAFF COLLEGE, COOMBE LODGE.

1. The programme of the Further Education Staff College for 1974 includes relevant courses in three categories as set out below:

A. General Courses for Polytechnic Staff

i Polytechnic Development

ii Polytechnic Policy for Senior and Principal Lecturers in Polytechnics

iii Polytechnics - The Directorate.

B. Management Courses*

i The Management of College Departments

Phase I - Improving the Efficiency of Departments
Phase II - The Skills of Department Management
Phase III - The Use of Resources
Phase IV - Change and Development

ii College Administration for Principals and Vice-Principals; Parts I, II and III.

C. Special Courses

i Developments in Education and Training for Industry

ii Developments in Art Education

iii Social Work Education

iv Developments in Technician Education

v Developments in Industrial Training

vi The Dip. H.E.

vii Developments in Management Education

* The Phases and Parts of Management courses are end-on and cycled so that they are repeated in the year. Other courses are one-off in the year.

2. The course of greatest potential value to the Polytechnic is that of the Management of College Departments which could play at least an introductory role in the development of management skills for senior Departmental staff. New Heads of Department with limited experience of management might be expected to attend this course. The course might also be employed to develop those Principal Lecturers who presently deputise to a significant extent for their Heads of Departments. The Polytechnic might send up to six members of staff per annum (one on each of the Phase I courses) on these courses.

3. Attendance of the general courses in category A should be occasional and ad hoc.

4. At least one member of staff should attend each of the special courses as a representative of the Polytechnic and an expression of its interest in the specific topics for discussion.

continued.....

A SUMMARY OF POLICY ON STAFF DEVELOPMENT

AIM

1. To encourage, promote and provide for the continuous improvement of the skills, expertise and experience of the academic staff of the Polytechnic so that they may be better able to serve the aims of the institution through the enhancement of their own individual aspirations.

OBJECTIVES

2. To provide opportunities for academic staff:

   (a) to achieve and maintain the high professional standards necessary to the effective performance of their duties by the continuous development of their knowledge and awareness of teaching and counselling methods and of their subjects;

   (b) to increase satisfaction in their jobs by improving knowledge and ability and by enhancing opportunities for experience;

   (c) to prepare for new and increased responsibilities in developing careers, and in changing Polytechnic and Departmental circumstances;

   (d) to improve their ability to contribute to and their understanding of the Polytechnic and its development.

3. To encourage:

   (a) Induction and continuation courses

   (b) In-Service teacher training courses

   (c) Full-time courses leading to an additional qualification

   (d) Part-time courses leading to an additional qualification

   (e) Research leading to a higher degree

   (f) Secondment to industry or other institutions (with or without exchange of staff)

   (g) Short courses and conferences

   (h) Research (not for a higher degree) and consultancy

   (i) Job rotation within the Department/Polytechnic.

FINANCE

4. To seek an allocation of the equivalent of approximately 5% of the annual academic staff salary bill to the programme for staff development.

5. Within the overall expenditure of paragraph 4, to seek an allocation of the equivalent of up to 3% of the annual academic staff salary bill to full-time secondment while retaining the freedom to vary the distribution of expenditure according to the needs of the staff development programme.

continued.....

POLICY IN PARTICULAR

6. To expect all newly appointed members of staff to attend an Induction Course.

7. To expect all members of staff with limited experience of teaching to attend an introductory course on teaching methods.

8. To encourage study for formal teaching qualifications and especially the use of four-term sandwich courses.

9. To encourage the use of one-term secondment and secondment within the Polytechnic.

10. To provide temporary appointments to replace staff on secondment.

11. To encourage Departments to grant relaxation from teaching duties in units of 3 hours or one half-day per week.

12. To provide support for staff research through the Research Committee.

13. To encourage secondment to industry, commerce, other institutions of education, research establishments, arts centres, music festivals and similar.

14. To seek co-operation with the F.E. Staff College, Coombe Lodge in the planning and presentation of study conferences.

15. To send up to six senior members of staff per annum, especially newly appointed Heads of Department with limited experience of management, to attend the course on "The Management of College Departments" at the F.E. Staff College.

16. To send at least one member of staff to each of the specialist courses at the F.E. Staff College.

17. To seek the provision of the facilities necessary to encourage staff participation in consultancy work.

18. To encourage the rotation of teaching and other responsibilities within Departments.

19. To encourage Heads of Department and their staff to plan the efficient use of available resources to achieve the aims and objectives of the staff development programme.

20. Where appropriate, to encourage the appointment of Professional Tutors or their equivalent.

21. To reserve the right to determine priorities in the allocation of resources in relation to the needs and responsibilities of the Polytechnic and its Departments.

APPENDIX 10

Department of Business Studies and Finance

The Professional Tutor in the Polytechnic

1 The White Paper "Education: A Framework for Expansion" (December 1972) indicates approval and encouragement for the appointment of professional tutors in establishments of Further Education. (Para. 84).

2 The proposals of the James Committee (para. 2.26 and 3.52) are generally accepted by the Government. These proposals indicate that the role suggested therein as applicable to the primary and secondary sectors of education can be extended, with modifications to the F. E. sector.

3 The working conference of the Cambridge Institute of Education entitled "The Professional Tutor", came to certain conclusions concerning the role of the tutor, and these, together with the above mentioned sources, form the basis for the present paper.

1 The main functions of the Polytechnic departmental professional tutors can be seen as follows:

(a) The co-ordination of teaching practice for student-teachers on-course with Departments and Colleges of Education.

(b) The organisation and supervision of "induction year" arrangements for new teachers.

(c) The development of in-service education for academic staff generally.

(d) The advancement of the area of "education" within the subject disciplines of the tutor's department generally.

(e) The establishment of links with Departments and Colleges of Education and such other institutions relevant to the area of education as may be appropriate.

A more detailed consideration of the functions is given below.

2 <u>The Professional Tutor and the student-teacher on teaching practice</u>

The function of the tutor under this heading is to provide a link between the Department or College of Education, and the Polytechnic department in which the student is doing his teaching practice. This function is likely to become increasingly important as a higher proportion of F.E. teachers undertake professional training. The role may be seen as that of both counsellor and administrator.

3 <u>The Professional Tutor and the professionally trained teacher in his "Induction" year</u>

The tutor is responsible to the Head of Department for supervising the training of new teachers. He is concerned with such matters as:-

(a) receiving the new teachers and acquainting them with the procedures of the department;

(b) arranging an appropriate course of study and teaching programme in collaboration with the subject leaders;

(c) conducting group tutorials on teaching methods with new staff;

(d) providing a counselling service;

(e) arranging with other staff to provide professional and technical help and observation facilities.

The Professional Tutor and new members of staff who have received no formal teacher training

The responsibilities are similar to those listed above in 2.5, but the advanced training in (b) and (c) would be replaced by introductory aspects.

5 The Professional Tutor and In-service education for established staff

In this area the function is to provide educational assistance to colleagues in the following ways:

(a) Collecting and collating information from Universities, Polytechnics Colleges of Education and Teachers Centres to keep staff informed of relevant courses of study which can be attended, especially for those members of staff involved in curriculum development.

(b) Keeping the Head of Department fully informed as to the teaching needs of the staff.

(c) Arranging courses and seminars appropriate to the needs of the Polytechnic and ensuring that all members of staff receive information on the results of educational research, developments in educational technology, and curriculum projects generally. The main aim would be to encourage the staff to take advantage of developments in educational methods and techniques.

(d) Enhance the effectiveness of courses by supplying "feedback" to the organisers as to the achievement of objectives.

.1 Liaison with Professional Tutors in other departments of the Polytechnic

As and when other departments of the Polytechnic appoint Professional Tutors it is intended that they shall collectively form an Educational Unit. This unit will act as a disseminator of new ideas and methods, and as a medium for the effective and economic structuring of educational services. Such a unit would be horizontally structured across departments and would provide a link with the department of education and local colleges, as may be appropriate.

.1 Potential aspects of the role of the Professional Tutor

One of the outstanding benefits of the merger of the Colleges of Education with the Polytechnic will undoubtedly be the additional resources which will become available to courses in teacher education. It is anticipated that all the present departments of the Polytechnic will have a specialist contribution to make to these courses through the teaching of the subjects/disciplines. With the extension of teacher education courses to provide for Further and Higher education the inter-departmental contribution will become more pronounced. Teacher education courses will thus require a clear framework of academic/discipline responsibility in order to avoid the loss of course identity, which might otherwise occur in such an inter-departmental structure. It is envisaged that the departmental Professional Tutors would be identified with such courses and provide organisation and communication between the departmental Heads and the Department of Education in the Polytechnic.

It may well be that, with the overall reduction in the number of teacher education places certain members of staff of the Colleges of Education may find a new role as Professional Tutors in the departments of the polytechnic relevant to their particular discipline. Such an arrangement will help to ensure that the educational aspects of subject specialisms relevant to the teacher education courses are adequately catered for, and at the same time enable the lecturers to be in contact with their own disciplines.

4.1. Potential aspects of the role of the Professional Tutor (Cont.)

It is not impossible that "teachers centres" could develop in departments of the polytechnic where no such provision is available elsewhere in the Birmingham area. As an example a teachers centre for business studies would provide a service not only to Further Education but to the currently developing secondary education sector as well.

Co-ordination and co-operation in the work of departmental Professional Tutors will be important from the outset. There is already much evidence of goodwill from the staff.

PPENDIX 'A'

ome indication of the areas of work undertaken by the Professional Tutor n the Session 1973/74.

Series of Talks/Seminars on the "Education" Aspects of the Lecturers Work

he series was presented twice in order to facilitate attendance.

1. "The structure of curriculum: a framework for teaching in Higher Education".
   presented on Friday 2nd November - 11.30 hrs. room 9/10B
   and Tuesday 6th November -14.30 hrs. room 4/13

2. "The relevance of structural curriculum theory to the practical teaching situation".
   presented on Friday 9th November - 11.30 hrs. room 9/10B
   and Tuesday 13th November - 14.30 hrs room 4/13

3. "Small group teaching" (Tutorials and Seminars)
   presented on Friday 16th November - 11.30 hrs room 9/10B
   and Tuesday 20th November -14.30 hrs room 4/13

4. "The Lecture"
   presented on Friday 23rd November - 11.30 hrs room 9/10B
   and Tuesday 27th November - 14.30 hrs room 4/13

5. "Towards a technology of the curriculum"
   presented on Friday 30th November - 11.30 hrs room 9/10B
   and Tuesday 4th December - 14.30 hrs room 4/13

(N.B. A similar group of Talks/Seminars are being arranged in the "In Service Teaching Methods Programme in 1974/75).

The personal service to members of staff is being used for the discussion both of specific problem areas and also for ideas for development, at 'discipline' and 'subject' levels.

The services of the Professional Tutor have also been used in connection with learning problems raised by students.

Practical aspects of progressive improvement in the teaching and learning situation are being developed. The use of the Video tape equipment for "performance analysis" began this week, and other such activities are being planned.

The "In-service Teaching Methods Programme" is being arranged by a committee of tutors for several departments for 1974/75.

APPENDIX 11

DEPARTMENT OF EDUCATIONAL STUDIES

POLYTECHNIC EDUCATIONAL DEVELOPMENT UNIT

The following is a statement of what I feel to be a realistic assessment of the contribution that the Faculty of Education should make to staff development in the Polytechnic through the work of an E.D.U. It is based on the assumption that the Educational Development Unit would be centred in the Faculty and have both a servicing and a teaching function. Hence, in addition to its responsibilities with respect to staff development, the Unit would also have teaching commitments to the Bachelor of Education Degree and other courses.

In summary the function of the E.D.U. would be to:

(a) Draw upon the expertise of tutors in the Faculty of Education and Teacher Training and in other Faculties as appropriate) who have the experience, qualifications and personal qualities most suited for work in staff development.

(b) Plan and arrange in-service training to take place at times made possible by the normal teaching commitments of such tutors. (Courses would be based on what participants feel to be their needs.)

(c) Work through and with the Departmental Staff Tutors. (The establishment of effective working relationships between the Unit and Staff Tutors is seen as the key to creating successful training programmes.)

(d) Encourage and take an active part in research projects through collaboration with the Centre for Advanced Studies in Education, Educational Studies Department.

(e) In co-operation with the Polytechnic Library and with Staff Tutors, assist in establishing Learning Skills Centres and Library Resources Centres.

(f) Organise the annual Staff Induction Conference.

(g) Establish an Information Unit containing a collection of specialised resource materials concerned with strategies for teaching and learning. (This Unit would service both the needs of staff development and the Teaching Studies component of the B.Ed. degree), and any other future developments in this field.

(h) Work in co-operation with the Resources Centre at North and with the School of Photography in developing a shared mobile closed-circuit television facility.

(i) Maintain links with Educational Development Units in other institutions through continued membership and participation with the Standing Committee for Educational Development in Polytechnics. (S.C.E.D.S.I.P.), the Midlands Universities and Polytechnics Committee for Educational Technology (M.U.P.C.E.T.), the Society for Research in Higher Education (S.R.H.E.), the Association for Programmed Learning and Education (A.P.L.E.T.) and the Educational Television Association (E.T.A.)

(j) Prepare a regular Bulletin in collaboration with Staff Tutors, Librarians and others.

R. G. FARMER
10th October 1978

APPENDIX 12

Staffing and Staff Development Committee

Polytechnic Educational Development Unit

1. Introduction

1.1 In February 1978 the Staffing and Staff Development Committee of the Academic Board established a sub-committee to examine the development of teaching and learning methods in t' Polytechnic. Following a survey of current practice throughout the Polytechnic and a consideration of the needs of students and staff, the sub-committee recommended that an appropriate way of providing support to teaching staff & courses would be through the establishment of an Educational Development Unit which could co-ordinate and develop teaching and learning methods in an effective way.

2. Background

2.1 The Academic Board, at its 81st Meeting on 7 March 1979, agreed to the establishment of an Educational Development Unit within the Polytechnic, the main aims of which would be:

(i) to promote good teaching and effective learning throughout the Polytechnic

(ii) to promote research into teaching and learning in the Polytechnic

2.2 The first aim would be achieved by the organisation of appropriate courses, workshops and seminars, by developing the work of individual learning centres, including "Learn how to Study Units", by advising staff and students on study skill problems, by advising on and helping in preparation of resource based learning material and by the establishment, control and co-ordination of centrally based audio-visual equipment.

The second aim would be achieved by sponsoring educational research throughout the Polytechnic in collaboration with the Centre for Advanced Studies in Education.

It was agreed that the Unit should involve departmental staff (professional) tutors in its work.

2.3 The resources required for the Unit would include the following:-

(i) a full-time Director seconded initially for a period of up to 3 years

(ii) a number of other teaching staff to work half to two-thirds of their time in the Unit

(iii) other staff associated with the Unit for certain tasks or purposes

(iv) library and technician staff, as appropriate

(v) a full-time clerk.

2.4 The Academic Board set up a Steering Committee to establish the Unit in accordance with the aims outlined above and within the framework approved by the Board.

3. Work of the Steering Committee

3.1 The Steering Committee was required to

(i) oversee the establishment and development of the Educational Development Unit

(ii) arrange for the appointment of staff to work in the Unit

(iii) seek the means for the establishment of the Unit

(iv) determine the composition and terms of reference of a Management Committee to take over the long term supervision of the Unit.

3.2 The Steering Committee consisted of

Dr. W. K. Allan) *Miss A. Chilton) *Mr. J. H. Evans)	Resources
Mr. R. H. Durham or nominee	Staffing & Staff Development
Mr. D. E. Burns	Research & Curriculum Design
Mr. H. W. H. Cawthorne) Mr. D. E. Hellawell) Mr. C. Spector)	Representing the Faculties
Mr. C. H. Beech	Staff Tutor
Mr. D. H. Cherrington	Centre for Advanced Studies in Education
Mr. R. H. Farmer	Educational Technology
Mr. M. M. Hadcroft	Library
Mr. P. Costa) *Mr. A. C. C. Meggy)	Audio-visual
Mr. W. H. Watts	Administration
Mr. D. G. Close	Computer Studies
Mr. W. S. Hoad	Complementary Studies
Mr. A. L. Carr	Secretary

*co-opted

Mr. D. E. Burns acted as Chairman of the Committee, which met on 3 July and 11 September 1979.

4. Report of the Steering Committee

4.1 The Work of the EDU

4.1.1 Programme of Seminars and Workshops on Teaching and Learning

A programme of Seminars and Workshops will be developed including such topics as:

(a) study skills
(b) lecturing and explaining
(c) small group teaching
(d) the Uses of educational objectives in planning teaching and learning
(e) methodology of evaluation and assessment of courses and course material
(f) development of examination and assessment methods
(g) individualised learning methods
(h) the operation and use of audio-visual equipment
(i) the use and production of specific media
(j) organising course file material

4.1.2 Co-operation with the Polytechnic Library

The Educational Development Unit will be expected to work in the closest possible collaboration with the Polytechnic Library to implement schemes to:

(a) further develop 'Learn How to Study Units' in the main library centres
(b) help to establish and maintain individual learning centres
(c) co-ordinate the acquisition of O.U. and F.E. broadcast materials, both radio and television, and devise appropriate systems for recording, playback, indexing and sharing programmes
(d) establish a small reading/study area in which a selection of Staff Development, Educational Technology and Educational Research Journals are made available to staff.

4.1.3 Resource-based Teaching and Learning Material

The EDU will provide a support service to teaching staff by the provision of advice and guidance in the development of resource based teaching and learning material. This service will be provided in co-operation with the Library and, where appropriate, with the Computer Centre.

4.1.4 Media Services

The EDU will contain a pool of centrally based audio-visual equipment, and, in co-operation with Faculties and Departments, will

(a) help to establish learning resource Workshops on each major site, designed to provide teaching staff with the basic facilities required for the preparation of handouts, paste-ups and non-print materials

(b) provide equipment for general use by teaching staff in the preparation of learning resources

(c) develop a 'Learn by Appointment' system for teachers who may wish to improve and update their skills in the use of audio-visual equipment

(d) create a resources bank of teaching/learning materials (particularly video recordings) to provide support for the EDU's own workshops and seminars on teaching and learning methods

(e) co-ordinate the purchase and use of audio-visual equipment.

4.1.5 Research

The EDU will act as an initiator and supporter of research by members of the Unit and by other staff and students conducting research in its area of concern, in co-operation with the Director of the Centre for Advanced Studies in Education and other persons in the Polytechnic in seeking to promote research into teaching and learning.

4.2 Director of the Educational Development Unit

4.2.1 Designation

The post of Director will be at Principal Lecturer level. The Director will be designated, initially for a period of three years, from the existing teaching staff of the Polytechnic, after internal advertisement and interview. The Director will maintain a teaching timetable.

4.2.2 Establishment of the Post of Director

The Academic Board will re-allocate a vacancy at Principal Lecturer level so that the post of Director of the EDU can be established on a permanent basis. Thus a department providing the Director will be able to apply to the Staffing and Staff Development Committee for a temporary replacement.

4.2.3 Responsibilities of the Director

(i) The Director of the Educational Development Unit will be responsible to the Deputy Director (Staffing) for the conduct of the EDU and for the programmes of staff development and research initiated by the Unit.

(ii) The Director will be expected to be familiar with major developments in teaching and learning, including resource-based learning methods. He will also need to be aware of the kinds of advice and support required by individuals and groups of teachers across the Polytechnic. It will be the responsibility of the Director, through consultation with Staff Tutors and similar persons to initiate, encourage and publicise developments in teaching and learning in the Polytechnic. He will develop links with appropriate institutions and external bodies.

(iii) The Director will be responsible for the organisation and the day-to-day administration of the work of the Unit.

(iv) The Director will be responsible for
  (a) Other teaching staff who will work in the EDU for a proportion of their time
  (b) Technician staff who will work in the EDU
  (c) Other individual teachers and technician staff who will undertake limited short-term activities related to the work of the Unit.
  (d) Library staff who will work in and with the EDU as required.

(v) The Director will be guided in his work by a Management Committee.

(vi) The Director will be required to prepare an annual report which will be submitted via the Management Committee to the Academic Board.

(vii) The Director will prepare and administer an annual budget for the EDU

4.3 Other Staff in the EDU

4.3.1 Teaching Staff Members

A number of other teaching staff will be attached to the EDU for a specified period of time (normally 1 to 3 years) and will be appointed from the staff of departments in the Polytechnic. They will work for a proportion of their time on one or more of the activities listed in Section 4.1 above. The proportion of time will be negotiated with their head of department and will normally be for 2 to 3 days per week. The balance of their time will be spent in teaching in their department or faculty. The total time devoted

to work in the EDU by these staff members will be equivalent to that of 3 full-time members of staff. The proportion of time devoted by an individual to the work of the EDU will not contribute to the SSR of the department to which he belongs.

4.3.2 Technician Members

Five centrally based audio visual technicians will become members of the EDU. These are 3 audio-visual technicians at North Centre (2 at T3/4, 1 at T2)
1 " " technician at Commerce Centre (T2)
1 " " " at Dorrington Road (T2)
In addition other technicians based in departments or faculties may become members of or associated with the EDU when it is established.

4.4 Teaching and Technician Staff associated with the EDU

4.4.1 Members of teaching and technician staff may be associated with the work of the EDU for limited periods to undertake specific tasks related to its work.

4.4.2 It is envisaged that the proportion of their time devoted to work in the EDU will not be so great that it has a significant effect on departmental SSRs and therefore no allowance will be made in the SSR.

4.5 Library Staff associated with the EDU

4.5.1 Some members of the Library staff will undertake duties in connection with the work of the EDU, in developing and operating the activities listed in 4.1.3 above.

4.6 Computer Centre Staff associated with the EDU

4.6.1 It is envisaged that some members of the staff of the Computer Centre will be associated with the work of the EDU.

4.7 Staff Tutors

4.7.1 The duties of Staff (Professional) Tutors in departments are primarily to support the development of Polytechnic teaching staff and to advise staff and students on matters concerned with teaching and learning. At the present time only a minority of departments in the Polytechnic have appointed Staff Tutors although others intend to do so in the near future. Some departments are delegating the responsibilities of a staff tutor to Directors of Schools of Studies or are providing other alternative facilities.

4.7.2 The EDU will work in the closest possible collaboration with staff tutors in individual departments and with others who carry similar

responsibilities. In this way the benefits of the EDU may be passed on effectively to departments and in its turn the EDU will be helped to respond to the needs of staff and students.

4.8 Secretary to the EDU

4.8.1 The EDU will be serviced by one full-time secretary-clerk to work for the Director and other members of the Unit.

4.9 Accommodation

4.9.1 Accommodation has been identified in Block G, North Centre, for the immediate needs of the EDU. This comprises:-

(a) Room G 332 - Office for the Director and secretary

(b) Room G 320 - Room for the preparation of teaching material and for general activities of the EDU. This room would also provide accommodation for teaching staff working in the EDU (see Section 4.2)

(c) Room G 322 - Room for computer terminals, controlled by the Head of Computer Centre.

These rooms have easy access to the Library in Block F.

4.9.2 Individual Learning Centres will be established in Libraries for the use of students on different sites of the Polytechnic. Limited room is available within the Libraries for this purpose.

4.9.3 For the time being audio-visual equipment will continue to be stored in its present locations.

4.10 Budget

4.10.1 It is proposed that the EDU be allocated an annual budget for materials and equipment of the order of £25,000 - 30,000, to include the current allocation of £12,000 for audio visual materials, mostly utilised by the existing technicians at North Centre. This proposal is in line with the Resources paper presented to the Governing Body in 1978.

4.11 Management Committee

4.11.1 A Management Committee will be appointed to oversee the work of the EDU on behalf of the Academic Board.

4.11.2 Terms of Reference

The Management Committee will be required to:-

(i) promote the aims and activities of the EDU

(ii) keep under review the terms of reference, composition and operation of the EDU

(iii) provide advice and guidance to the Director of the EDU on its organisation, operation and use of resources

(iv) receive the annual report from the Director of the EDU and submit it to the Academic Board with appropriate comments.

4.11.3 Composition

The Management Committee will consist of:-

Deputy Director (Staffing)	1
Assistant Director (Research)	1
Director of the EDU	1
Two Heads of Faculty	2
Two other members of Academic Board	2
Director of Centre for Advanced Studies in Education	1
Polytechnic Librarian	1
Head of Computer Centre	1
Two Staff Tutors	2
Academic Tutor (Visual Aids, North Centre)	1
Sites and Buildings Officer	1
Senior EDU Technician	1
One Student nominated by the Students' Union	1
	16

The Committee will be empowered to co-opt up to 4 additional members.

4.11.4 The Management Committee will meet at least twice a year.

5. Recommendations

(i) That the Educational Development Unit be established in the Spring Term 1980 to carry out the work indicated in 4.1 above.

(ii) That the post of Director of the EDU be advertised internally and that designation be made to take effect as soon as possible, as outlined in 4.2.1 above.

(iii) That the Staffing and Staff Development Committee be asked to re-allocate a vacancy at Principal Lecturer level to the post of Director of the EDU as a matter of priority, as indicated in 4.2.2. above.

(iv) That additional teaching staff, equivalent to 3 full-time members, be appointed to the EDU as indicated in 4.3.1 above.

(v) That technician staff be appointed members of the EDU as indicated in 4.3.2 above.

(vi) That additional teaching, technician, library and computing staff be associated with the EDU

(vii) That a secretary/clerk be appointed to the EDU as soon as possible classroom / technical

(viii) That rooms G.320 and 332, North Centre, be made available to the EDU

(ix) That an annual budget of up to £30,000 be made available to the EDU, from April 1980

(x) That a Management Committee for the EDU be established as soon as possible with the terms of reference and composition indicated in 4.11 above. The Committee will arrange for the appointment of the Director and other staff who will work in the EDU.

R&SD/DEB/ALC/CMB
27.9.79

APPENDIX 13

Annexe A

Staffing and Staff Development Committee

Sub-committee on the development of teaching and learning methods in the Polytechnic

The Staff Tutor in the Polytechnic

1. The development of the idea of staff tutors

1.1 In the early 1970's a great deal of thought was given by educationalists and administrators to the processes of educating and training teachers. The James Report (Teacher Education and Training 1972) identified the need for adequate opportunities to be provided for the continuing education and training of teachers throughout their careers.

1.2 The White Paper "Education: A Framework for Expansion" (Cmnd 5175 Dec. 1972) expressed the goal as

> "building a body of teachers well prepared academically and professionally to sustain confidently the formidable task to which they are called."

1.3 The government confirmed in the White Paper that it was thought that the teaching profession should play a major role in the induction and in-service education processes, one of the proposals being the appointment of tutors for that purpose in schools and colleges. These persons were referred to as "Professional Tutors"

1.4 The Academic Board of the Polytechnic has confirmed that efficient and effective teaching is a fundamental requirement of academic staff, and that the appointment of Professional Tutors within the institution would make a positive contribution to the process of developing teaching and learning methods.

1.5 It is suggested that normally a Departmental appointment would provide the most appropriate basis for operation although faculty appointments may be relevant in some instances. It is also suggested that the function of the appointment may be more readily apparent by using the term "staff tutor" rather than "professional tutor".

The Role of the staff tutor

2.1 Through the appointment of a staff tutor a department would be expressing its concern about the teaching and learning processes.

2.2 The staff tutor's responsibilities would include

2.2.1 The development, through consultation, of an atmosphere of enquiry into methods of teaching and learning

2.2.2 Acting as tutor to teachers in their induction year by

(a) receiving the new teacher and acquainting him with institutional procedures

(b) providing advice on educational matters

(c) arranging, with other members of staff, to provide subject and technical facilities as may be necessary

2.2.3 Acting as teacher-tutor to students on teaching practice from Colleges or Departments of Education and liaising with those Colleges or Departments

2.2.4 Providing in-service facilities for the staff of the Department or Faculty in the form of:

(a) seminars and short courses

(b) individual counselling, and

(c) assistance relating to the development of educational methodology and curriculum matters

2.2.5 Liaising with other staff tutors in the Polytechnic and with the Faculty of Education and Teacher Training for the

provision of services across faculties, including induction courses.

2.2.6 Contributing to the work of the Polytechnic Educational Development Unit.

2.2.7 Providing advice to the Head of Department on appropriate staff development issues.

3. The relationship of a staff tutor to the Head of Department

3.1 It is important that a satisfactory working relationship exists between the Head of Department and the staff tutor. The staff tutor can only work effectively with the full support, trust and sympathy of the Head of Department. The Head of Department needs to understand and respect the confidentiality which should exist between the staff tutor and his colleagues.

4. Time allowance for staff tutors

4.1 It is recommended that an allowance be made in the teaching time-table to enable the staff tutor to carry out the appropriate functions effectively. An allowance of approximately half of an average teaching time-table is suggested. It is considered essential that the staff tutor should continue to be involved in a regular teaching programme.

5. The appointment of a staff tutor

5.1 The staff tutor will be appointed by the Head of Department after consultation with the staff of the department.

5.2 The person appointed should possess

(a) qualities of tact and diplomacy

(b) experinece of relevant subjects or areas of study, and

(c) knowledge of teaching and learning methods and of curriculum development.

5.3 The work of the staff tutor can only become fully effective when the

person, the role and the relationships are all accepted by the members of staff of the department.

5.4 It is suggested that this position might be undertaken for a limited period, say for 3 years, and be renewable.

Recommendation

6.1 It is recommended that each Head of Department should consider the appointment of a staff tutor for the department and should consult with members of staff on the basis of the proceeding paragraphs.

APPENDIX 14

Appendix 'H'
City of Birmingham Polytechnic
Academic Board
Staffing & Staff Development Committee
Twenty Third Meeting - 23 February 1979

Third Report of the Sub-Committee on the Development of Teaching and Learning Methods in the Polytechnic

The Role of the Staff Tutor

1. The sub-committee met Heads of Departments and representatives of staff at two meetings held on 2nd November 1978, to discuss the first report produced by the sub-committee and in particular to examine the proposal for the introduction of staff tutors into departments in the Polytechnic. A copy of the paper on the staff tutor headed "The Staff Tutor in the Polytechnic" is attached as Annexe A. Heads and staff representatives from 23 departments attended plus representatives from the Anstey School, the School of History of Art and Complementary Studies, the School of Music, and from the Polytechnic Library. Following the meetings the Heads of Departments were asked to arrange for the issues raised in the paper on the Staff Tutor to be discussed in their Departments and to produce a written report giving staff views.

2. By 25th January 1979, 17 departments and one school had produced written reports. The reports have been classified in terms of the degree of support for the introduction of the staff tutor into departments as follows:-

Favourable support with minor reservations	7 depts.	
Favourable support with significant reservations	5 "	and 1 school
Some support with minor reservations	3 "	
No support	2 "	
	17 "	and 1 school.

3. All these reports except one were produced following departmental staff meetings. Some of the reservations expressed were common to several departments, and are summarised below:-

a) 5 departments indicated that there could be problems in allocating the required relaxation from teaching duties to enable a staff tutor to undertake the role effectively and one further department expressed the view that they would need a technician to support a staff tutor adequately.

b) 7 departments, while supporting the staff tutor role, would find difficulty in appointing a person with the abilities and qualities required.

c) 2 departments in the Faculty of Art and Design expressed the view that a Faculty Staff Tutor might be appropriate in present circumstances. Another department indicated a willingness to share a staff tutor.

d) 5 departments felt that the use of a staff tutor was not the appropriate way to support developments in teaching and learning.

e) 5 departments indicated the real possibility of conflict between the staff tutor and the Head of Department or between the staff tutor and directors of studies.

4. It is clear from the above analysis that over half the departments in the Polytechnic support the introduction of departmental staff tutors. The vast majority of departments have indicated an interest in the development of teaching and learning methods. The main reservations concern either the problem of allocating time to a staff tutor or in identifying a suitably qualified person within the department. It might be appropriate in some cases for faculties to appoint a staff tutor or for departments to share a staff tutor to help overcome some of these difficulties. It would appear that possibly five departments would not be prepared to introduce staff tutors although in two of these there was strong support for the suggestions for improving the teaching and learning environments. On balance the majority of departments would appear to be receptive to most of the ideas expressed in the paper and it is recommended that the Staffing and Staff Development Committee explore with faculties the possibility of the wide scale appointment of staff tutors.

APPENDIX 15

City of Birmingham Polytechnic **Memorandum**

to Mr. D. E. Burns

from G. O'Sullivan

Centre North - Computer Studies and Mathematics

tel ext 370

your ref

our ref GO'S/JH **date** 29th November 197

Report of the Computer Studies and Mathematics Departmental Meeting to Discuss Staff Tutors Held at 14.00 on Thursday 23rd November 1978 in Room B223, North Centre

The meeting was chaired jointly by myself and Mr. G. Oswin and attended by Mr. Ball (HoD) and ten other members of the department. There were apologies from five others. The total departmental strength is twenty-seven.

The meeting was also attended by Mr. Beech and Mr. Pearson for the sub-committee and their answering of the various questions raised regarding the Staff Tutor role was most helpful.

Taking the Role of the Staff Tutor as indicated in Appendix B to your memo of 14th September 1978 (of which all members of the department had received a copy) as basis for discussion the meeting took the form of a debate on the motion:

"This department considers it desirable that a Staff Tutor should be appointed".

I list below the various points raised by members of the department in the course of the debate, but in the interests of clarity and economy of the report I omit the replies given by Mr. Beech and Mr. Pearson. I take it that the sub-committee would be already aware of these.

I think it should be said that the first five points below were all made by the same person in a lengthy speech of opposition to the motion.

1. Appendix B was seen as an abstract document of vague generalities saying little of substance.

2. Paragraph 2.1 of Appendix B was seen as a threat implying that a department which declined to appoint a Staff Tutor was showing lack of concern for teaching and learning.

3. Paragraphs 2.2.1 and 2.2.4 were seen as ways of wasting staff time in meetings and of worsening the problems of the Polytechnic reprography section.

4. Regarding 2.2.2 it was argued that everybody helps a new teacher in the induction year and if advice is wanted the person concerned would just ask somebody in his or her own staff room.

5. Regarding 2.2.7 and 3.1 it was suggested that the Staff Tutor would be a barrier hindering the relationship between a HoD and his staff.

.... cont'd

6. Concern was expressed about how the time for this work would be found from departmental resources. In practice the work of the department is broken down into sections, each covered by a relatively small number of lecturers, and one person partially removed from the group for Staff Tutor work would increase the load on the others. (Mr. Ball said that the time needed would have to come from the non-teaching part of the Staff Tutor's timetable).

7. One new member of staff in the department said he felt that having somebody available as a repository of knowledge in the Staff Tutor sense would be very helpful. His doubt was whether anybody would be found able and willing to undertake the heavy demands of the job.

8. The suggestion was made that formal training is of no help in improving teaching performance.

9. One member said he was in favour of the practical aspects of the Staff Tutor role but doubted the value of educational theory.

10. It was suggested that if paragraph 1.4 were to be taken seriously, then excellence in teaching alone should be better rewarded by the Polytechnic than is at present the case.

11. The suggestion was made that a faculty Staff Tutor appointment rather than a departmental one should be considered.

12. It was suggested that in a department the size of Computer Studies and Mathematics it would be more sensible to allocate the various (useful) tasks in Appendix B to different members of staff rather than to appoint a Staff Tutor as such. The Staff Tutor appointment could well be appropriate in a larger department.

13. It was suggested that the existence of a Staff Tutor would encourage students to gripe behind the backs of their lecturers.

The ten members eligible to vote on the motion did (or did not do) so as follows

FOR	2
AGAINST	3
ABSTAINED	5

Some of the abstainers and even one of those who voted against the motion went on to emphasise that they were in favour of the approach to improving teaching and learning suggested in Appendix B, but were not convinced that the appointment of a departmental Staff Tutor was the best way of achieving the desired aim, in view of points such as 6, 9, 11, 12 above. If a Staff Tutor were appointed, I believe these people would co-operate with him even though not convinced he was a terribly good idea. However, as other of the comments suggest there are other members of the department to whom the Staff Tutor idea is wholly unacceptable and, in the light of paragraph 5.3, this would have to be taken into account very carefully before a final decision on whether to appoint is taken.

In view of the poor attendance at the meeting, a memo and questionnaire with this report attached is to be circulated around the department to attempt to obtain a better impression of overall opinion.

F. O'Sullivan.

APPENDIX 16

CITY OF BIRMINGHAM POLYTECHNIC

POLYTECHNIC ADMINISTRATIVE MEMORANDUM NO. 115

STAFF DEVELOPMENT POLICY FOR THE 1980's

The Academic Board, at its meeting on 12th November, 1980, approved a Staff Development Policy statement as follows.

1. Background

1.1 The current Staff Development Policy Statement was prepared in 1974 and approved early in 1975 by the Academic Board. Since that time the financial environment in which the Polytechnic operates has worsened. There are considerably reduced opportunities for academic staff to move to posts outside the Polytechnic, limited opportunities for staff to obtain new posts within the Polytechnic and diminishing prospects for promotion. At the same time the Academic Board is committed to a possible reduction in the number of academic teaching posts to provide funds for additional administrative staff, technicians and materials and equipment. There is furthermore a commitment to indicative development planning and the need for the training and retraining of academic staff to prepare for changing course requirements and possible relocation of staff.

1.2 During the 1970's the academic staff were heavily involved in course development both with new courses and in modifications and developments of existing courses. At the same time many staff were improving their personal qualifications, particularly by obtaining higher degrees by long part-time courses, including research, and by a limited amount of secondment to full-time postgraduate courses. Furthermore there was a continuous influx of new staff, many of whom possessed higher degrees and research experience.

1.3 The Polytechnic now has a mature educational programme, many courses of which have been resubmitted for approval by validating bodies. During the 1980's opportunities for new course developments will be limited but there will be an increasing need for monitoring, evaluating and modifying existing programmes, including offering alternative forms of attendance. The level and range of research within the Polytechnic will need to be maintained and in appropriate areas extended and deepened, by increasing the number of research students, increasing the number of staff undertaking research not for higher degrees and in extending the number of research projects which are externally funded. Each of these developments is likely to mean a change in emphasis for the staff development programme.

1.4 Because of the relative staff immobility there are fewer members of staff with recent experience of business, industry, public service and professional practice. The staff development programme will need to provide opportunities for staff to update their knowledge and gain experience of current practice, particularly by establishing closer links with outside organisations and firms. The importance of providing such opportunities will increase if staff mobility continues to be limited.

1.5 The stage of development of the course programme and the level of research activity varies between Faculties. Some Faculties are still developing their educational programmes whilst others are mainly concerned with monitoring and modifications. The level of research activity and other forms of staff development is indicated in Appendix "A".

2. Introduction

Staff development is seen to be part of a process of organisational development to which the Polytechnic is committed. This process involves, at the implementation stage, intervention in the working lives and working system of members of staff in order to influence attitudes, behaviour and procedures, so that staff can improve their effectiveness and better contribute to the requirements of the institution. There is a shared responsibility for the policy involving the Staffing and Staff Development Committee, Faculty Boards, Heads of Faculty, Heads of Department and others. Implementation will be supported by a range of appropriate strategies which will aim to produce an improvement in understanding and collaboration between groups in the Polytechnic and further the personal and professional growth of academic staff.

3. Aim

The staff development policy aims to encourage, promote and provide for the continuous improvement of the skills, expertise and experience of academic staff so that they can better serve the aims of the Polytechnic through the enhancement of their individual aspirations.

4. Objectives

Programmes for staff development should:

(i) help staff achieve and maintain the standards appropriate to the effective performance of their duties;

(ii) provide opportunities for staff to prepare themselves for changing duties and responsibilities;

(iii) provide opportunities for staff to contribute to the Polytechnic and its development;

(iv) provide opportunities for career enhancement;

(v) enhance job satisfaction.

5. Approach

5.1 Staff development is seen as a partnership between the Academic Board and the Faculty Boards on the one hand and individual members of staff on the other. The Academic Board, through the Staffing and Staff Development Committee, should provide a broad framework within which Faculty Boards and departments can effect appropriate programmes so that individual members of staff retain the maximum freedom of personal choice possible within the resources available and according to the needs of the Polytechnic.

5.2 The broad areas of need for staff development are seen to consist of:

(i) teaching (including counselling) skills

(ii) subject knowledge, research and professional practice

(iii) educational development including course development

(iv) educational management.

The relative importance attached to each of these areas will vary according to the stage reached in the career of the staff member. Teaching is likely to be more important in the early years, along with subject development. All new members of staff are required to attend the induction course which provides both an introduction to the Polytechnic and to teaching methods.

6. Opportunities for Staff Development

It is the policy of the Academic Board to provide opportunities for academic staff to attend or undertake:

(i) Induction and continuation courses

(ii) In-service teacher education and training courses

(iii) Full-time courses leading to an additional qualification

(iv) Long part-time courses leading to additional qualification

(v) Research leading to a higher degree

*(vi) Secondment to industry or other institutions (with or without exchange of staff)

(vii) Short courses, conferences and seminars

(viii) Research (not for higher degree) with or without financial support from the Polytechnic

(ix) Consultancy, professional practice and service with validating bodies

(x) Involvement with professional and other bodies outside the Polytechnic

(xi) Job rotation within Department/Faculty/Polytechnic

(xii) Course development and evaluation

(xiii) In house seminars and workshops, including management courses for senior staff

(xiv) Membership of Polytechnic, Faculty and Departmental Committees and Working Parties

* Academic Board has approved a paper on "Methods of Publicising and Encouraging Secondment and other forms of Release"

7. Support for Staff Development

7.1 The Academic Board accepts that it is responsible for recommending the provision of adequate resources and facilities to enable members of staff to take advantage of the programmes for staff development. Financial

support for attendance at courses and conferences and payment of fees and other allowable expenses is obtained partly from the Polytechnic's own budgets and partly from the L.E.A.'s provision for the training of teachers.

7.2 The Staffing and Staff Development Committee makes recommendations to the Academic Board and the Director on the use of money available annually for the support of academic staff attending long part-time courses. In addition, it is responsible for recommending the use to be made of the places available for full-time secondment based on recommendations from the Faculty Board. Both of these methods of enabling staff to gain additional qualifications will be linked to the Polytechnic's academic and resource development plan.

7.3 The Research Committee receives an annual budget to provide financial support for research not for higher degrees, covering costs of travel, subsistence, materials, equipment, etc. Responsibility for the allocation of the majority of these funds has been delegated to individual Faculty Boards.

7.4 Departments receive annually budgets for travel and subsistence, to cover the costs of attendance at conferences and short courses, all of which involve aspects of staff development. It is appropriate for Staffin and Staff Development Committee to advise how these budgets could be used to further staff development.

8. Responsibilities

8.1 Staffing and Staff Development Committee

(i) The Staffing and Staff Development Committee provides advice and guidance to the Academic Board on policy and related matters. It is responsible for the implementation of policies for staff development in partnership with the Faculty Boards. The Committee is concerned with the promotion of staff development and the allocation of financial and other support.

This support normally includes the opportunity for secondment to study certain approved courses by full-time mode, financial support for part-time study to gain higher degree, attendance at short courses and conferences and in certain cases staff exchanges and study leave to other institutions, business and industry.

(ii) Through the work of the Educational Development Unit, which is concerned with promoting good teaching and effective learning, the Staffing and Staff Development Committee is involved in providing induction courses for new staff, "Learn how to study" units for students, and a programme of seminars and workshops concerned with lecturing and small group teaching, learning by objectives, methodology of evaluation and assessment of courses, individualised learning and the use of audio visual equipment.

(iii) On behalf of the Academic Board, the Staffing and Staff Development Committee will monitor the progress of faculty staff development programmes through the relevant sections of the Faculty Board annual reports and by such other means

as it considers appropriate and necessary. The Committee will discuss with each Faculty Board the state of progress in staff development and will recommend approved courses of action.

(iv) The approved course of action for each Faculty Board will be directly related to the faculty five year development plans, and will be reviewed annually. The Staffing and Staff Development Committee will provide appropriate support and advice to Faculty Boards and will review and co-ordinate the Faculty Board staff development plans. In addition the Staffing and Staff Development Committee will provide information and advice directly to the Planning and Resources Committee to help with the planning process.

8.2 Faculty Boards

Each Faculty Board is responsible for:

(i) the development and implementation of a staff development policy for the faculty,

(ii) the development and training of faculty staff, including recommendations for secondment,

(iii) the preparation of a five year academic development plan, to be reviewed annually, in which a staff development programme should play an integral part.

Consequently it will be necessary for each Faculty Board to indicate how the current and future requirements of the educational programmes will be supported by the staff development policy and related to the resources available for this purpose.

The Faculty Staff Development Policy will be prepared in accordance with Academic Board Policy and will provide a framework within which faculty and departmental staff development programmes are established. The Faculty Boards and Heads of Faculty will co-ordinate and help organise their programmes so that they make efficient and effective use of the resources available and monitor the progress. The Faculty Board annual progress reports will indicate the types, level, extent and success of the staff development programmes, with an assessment of progress made and an indication of future needs and developments in line with the five year development plans.

8.3 Individuals

Individual members of staff should recognise that the staff development programme is primarily directed towards enabling them to achieve personal development. Each member of staff is responsible for identifying his or her particular needs and for participating in appropriate parts of the programme which will help increase his or her effectiveness and for reviewing the outcome. It is recognised that individuals will wish to develop their skills, abilities, experiences and careers in different ways.

The successful completion of a particular form of staff development may assist individuals in the contributions which they can make to the teaching programme of their department and faculty and to administrative and other functions within the Polytechnic. Staff development and its positive exploitation within the activities undertaken by members of staff will be one of the factors taken into account when recommendations for promotion are being considered. A paper approved

by the Academic Board (Resolution 140/79) entitled "The Principles on which selection for Promotion is based" sets out guidelines to faculties and individuals. Polytechnic Administrative Memorandum No. 76 "Faculty Involvement in Academic Staffing and Staff Development" outlines the procedures for promotion of academic staff.

8.4 Directors of Schools of Studies

The Director of a School of Studies is responsible to the Head of Department or the Head of Faculty, as appropriate, for the effective operation of the School. Therefore the Director is concerned with the development of the subject or area of study, with promoting and organising research and with relevant teaching and learning matters. This role will normally involve the Director of Studies in advising and assisting both the members of the School and the Head of Department/Faculty on staff development needs relating to subject development, research and teaching and learning.

8.5 Staff Tutors

The Academic Board approved the appointment of staff (professional) tutors in 1974, and expressed support for their widespread use when agreeing to the establishment of the Educational Development Unit in 1979.

Staff tutors provide advice to new members of staff and information and 'in service' facilities on teaching and learning for the academic staff of the department or faculty. They also provide help and advice to the Head of Department on appropriate staff development issues.

8.6 Heads of Department

The Heads of Department have the most crucial role in the process of implementing the staff development policy and programmes. They are responsible for:

(i) identifying the staff development needs, interests and aspirations of the members of staff,

(ii) reconciling these needs, interests and aspirations with the current and future requirements and resources of the department, faculty and Polytechnic,

(iii) deploying appropriate resources including time allowances, and expertise in their departments for a staff development programme,

(iv) encouraging staff to take advantage of the staff development facilities available within the department, faculty, Polytechnic and elsewhere,

(v) arranging for the appointment of Directors of Schools of Studies, Staff Tutors, Principal Lecturers (Research) and other persons who will assist with the departmental staff development programme,

(vi) where appropriate, arranging an annual staff audit whereby each member of staff informs the Head of Department of staff development activities undertaken during the year,

(vii) organising annual or other periodic staff interviews in their department to provide more structured opportunities to

complement the informal ways in which Heads and their staff exchange ideas, information and views on their work, the work of the department and faculty and the personal and professional development of the members of staff. Heads are recommended to keep records of these interviews indicating agreed courses of action relating to staff development for each member of staff, which will be reviewed the following year. Such records should be readily available to the members of staff concerned. Each departmental annual report will include a statement on staff development indicating the types, level, extent and progress of the programmes.

Resources and Activity Levels

9.1 To help further the staff development programme a series of targets have been set for each major type of activity and the levels of activity achieved in 1979/80 have been included for purposes of comparison as follows:

Note: Calculations have been based on an academic staff complement of 700. It will be necessary to review the costs each year so that budgets may be prepared to take account of inflation.

taff Development ctivity	1979/80 Level	Desirable Level	Approx. Unit Cost per annum	Total Cost per annum
taff receiving financial ssistance to study for igher degrees by part-ime mode.	10%	10%	£200	£14,000
taff undertaking research ot for higher degrees eceiving financial upport.	13%	20%	£200	£28,000
taff undertaking research ot for higher degrees ithout financial support.	15%	15%	-	-
econdment to full-time ourses for higher egrees.	8 staff	10 staff	£1,500*	£15,000
taff receiving financial ssistance to study for irst degrees by part-ime mode.	9 staff	10 staff	£200	£2,000
taff attending short ourses, conferences, tc.	40%	50%	£100	£35,000
ther forms of secondment or full-time periods including exchanges)**				
) Into other educational institutions	2 staff	10 staff	-	-

Staff Development Activity	1979/80 Level	Desirable Level	Approx. Unit Cost per annum	Total Cost per annum
(b) Into business, industry, public service, professional practice.	nil	10 staff	-	-
				£94,000 p.a.

* This is cost of course fees and travel and subsistence allowance only.

** (a) It is possible for Faculties to arrange for members of staff to be seconded to other educational institutions and approval for leave of absence with pay and other benefits will be required. Such arrangements could include exchange of staff with institutions within the U.K. and overseas, when appropriate financial details will have to be approved.

(b) Similarly teaching staff may be seconded to industry, business, public service and the professions. Because of salary problems such persons would need to obtain approval for leave of absence with pay and other benefits. It might be possible for staff exchange to be arranged, subject to approval of financial details.

9.2 Each year the Staffing and Staff Development Committee will monitor the levels of activity by examining the sections on staff development and research included in the Faculty Board annual reports and will make recommendations as appropriate to the Academic Board and the Governing Body.

9.3 Because of the growing importance of staff development and research in the Polytechnic it is agreed that additional administrative and clerical staff will be required to support these activities at both the central and Faculty levels.

Polytechnic Secretary

Distribution:
Standard
WSG/SJK/32(a)
6th February, 1981

Appendix A. Level of Staff Development Activity for Academic Year 1979-80. (Including Research)

Activity	Faculty etc.									Total	
	Art & Design (110.25)	Built Environment (73)	Business & Law (121)	Education & T.T. (107)	Engineering & Science (128)	Social Sci. & Arts (121.5)	School of Music (18)	Computer Centre (11)	Library (21)	(710.75)	
Receiving assistance to study part-time for: Ph.D	4	1	4	2	6	9	-	-	-	26	82
M.Phil	1	2	-	1	3	3	-	-	-	10	
Other Masters Degrees	2	4	12	6	-	8	-	-	1	33	
1st.Degree	2	-	1	-	2	3	-	-	1	9	
Other Courses	-	-	-	-	2	2	-	-	-	4	
Receiving assistance for research not for higher degree **	12	16	3	8	35	13	-	1	-	88	
Pursuing research not for higher degree without assistance	40 est.	10 est	15	8	2	40 est	-	4	1	124 est.	
Secondment to full-time courses for higher degree	1	2	-	4	1	-	-	-	-	8	
Other secondments eg. to educational institutions	-	-	-	2	-	-	-	-	-	2	
Attendance at Short Courses & Conferences	35 est.	30 est.	42	55	55 est.	60 est.	-	6	19	302 est.	
Consultancy (Estimated)	30	20	35	7	21	8	-	8	-	129 est	

** These figures relate to the Financial Year 1979-80.

Figures in brackets refer to the total number of staff in each Faculty or unit.

APPENDIX 17

ANNEXE 2

APPENDIX 'G'
City of Birmingham Polytechnic,
Academic Board,
115th Meeting, 7th December 1983

A Strategy for the Enhancement of Educational Development Services

1. Introduction

1.1 The current internal debate on "The Polytechnic of the Future" has identified the educational merits of a significant shift of emphasis in teaching methods away from traditional, teacher-based lectures, seminars, etc. toward student-based, tutorial supported techniques. Traditional methods will be retained where they are most appropriate but students will be required to spend more time on individual study, and in student group study teachers will devote more time to individual and small group tutorials and to the design and supervision of student study programmes which incorporate student learning packages. Students will expect to find a Polytechnic in which the opportunities afforded by information technology are available to them.

1.2 In addition to student expectation - and, perhaps employer expectation - other external pressures are forcing the Polytechnic to re-examine the work-load imposed upon its staff and to consider changes in working practices. Funding on the basis of lower unit costs, higher student/staff ratios will inevitably result in consideration of more cost effective methods. Some retreat toward larger class sizes is probably inevitable, at least in the short term, but failure to take advantage of alternative responses of the kind indicated above would be regretable and could be disastrous.

1.3 There are, therefore, educational and resource reasons to expect important changes in the teaching/learning environment of the Polytechnic over the timescale of the next three to five years. These changes will need to be implemented by teachers themselves and the purpose of this strategy statement is to indicate in broad principle how the present Educational Development Service should be enhanced to provide - in co-operation with Library and Computer Services - the support which will be essential to enable teachers to manage the process of change.

2. The changing role of the teacher

2.1 Current teaching practices vary markedly across the Faculties of the Polytechnic. Study programmes in Social Sciences & Arts are broadly lecture/seminar based; in Engineering & Science they are lecture/laboratory based; in Art & Design they are largely studio/project based; in the School of Music individual tutorials are considered essential. Clearly there is no single, unique teaching/learning method which has universal appication. Rather it is necessary to tailor the components of study programmes to match the needs of particular courses of study so that they are the most relevant and

appropriate to student needs. Therefore, we may anticipate that the impending changes in teaching/learning methods will not be uniform across the Polytechnic. Nevertheless, some common, general features can be foreseen.

2.2 If the anticipated changes are to be introduced swiftly and smoothly, and if they are to effect improvements as well as coping with imposed constraints, then teachers must be encouraged to accept change, to restructure knowledge, to develop new skills, and to use their store of teaching experience to ensure that directions of change will prove beneficial. ~~They should not be encouraged to cling to outdated, less effective methods which do not benefit students.~~ The Polytechnic needs to enhance its ability to respond to future change; similarly, teachers need to be flexible, to display mobility of mind to meet future challenges.

2.3 The need to adjust course curriculum in the light of computerisation has been identified elsewhere.* Changes in content and presentation may also result from revision of course structure to a course unit/credit system, from a review of course objectives, and from a general need to reduce the teaching/learning load. These changes must be determined by the individual teacher in consultation with the Course Board of Studies provided that they comply with the broad framework of policies approved by Faculty Board and Academic Board.

2.4 The traditional role of the teacher as a facilitator enabling students to learn is not likely to change. The part played by the teacher will change inasmuch as he will need to create and to manage a learning environment in which the student pursues a prescribed study programme which the teacher then monitors and assists. Teachers will, therefore, need training and advice in managing and controlling information in this unfamiliar environment.

2.5 The greater need to provide counselling and tutorial support to students will also result in changes in personal relationships between teachers and their students. Again the Polytechnic will need to enable teachers to acquire these new skills.

2.6 Perhaps the most evident change in the work-style of teachers will result from improved levels and grades of administrative/clerical and technician staff who will allow teachers to shed some of the non-academic work which they are currently forced to undertake. Teachers will be able to devote more of their time to teaching.

2.7 The introduction of student-based and resource-based learning systems may also require some revision of the roles of administrative/clerical and technician staff so that 'teaching teams' may need to be identified.

3. Changes in study programmes

3.1 Variations in study programmes across Faculties were noted in 2.1 above. It has also been observed that study programmes will incorporate more individual and group study time (1.1), and will make greater use of packaged learning materials. This new approach should result in clearer definition of what is expected of the student and closer monitoring of progress by individual students so that tutoring can

* "A Strategy for ..."

be tailored to need. Students will have less total contact, but more individual contact, with teachers.

3.2 As well as greater counselling, students may also need access to training in new learning skills to cope with the greater demands placed upon them.

3.3 In conjunction with Library and Computer Services, the present strategy seeks to identify the role of the Educational Development Service in meeting the needs of students.

4. The need for enhancement

4.1 The present Educational Development Unit is staffed by: -

Academic Staff: Director of the EDU (PL; 0.8 full-time)
Two Senior Lecturers (1.5 FTE)
An L1 Media Librarian has recently been appointed and will be shared with the Library (0.3 FTE)

Technician Staff: One Chief Technician (Scale 6)
Nine Technicians (Scale 3 and 4/5)

In addition, some teachers in Departments spend some time in the EDU on individual projects.

The EDU has accomodation and facilities at Perry Barr and Westbourne Road, and its equipment and consumables budget for 1983/8 is £50,000.

4.2 If the Educational Development Service is to provide effective support for the changes indicated above then the present provision must be considerably enhanced. This view was confirmed by the recent CNAA Review Report.

5. A strategy for the future

5.1 It is proposed that strategic support for the development of teaching/learning in the Polytechnic be based upon

[i] enhancement of the central Educational Development Unit at Perry Barr to provide relevant specialist expertise and specialist facilities; to provide in-house training programmes for staff and students to acquire new teaching/learning skills; and to co-ordinate support for Faculty Learning Centres.

[ii] the establishment of Faculty Learning Centres as focal points for educational development and integrated outlets for resources in support of those developments.

6. Enhancement of the EDU

6.1 It is proposed to increase the current establishment of academic staff of the EDU from 2.6 to 5.6 FTE in order to provide expertise in learning systems, specialist knowledge in educational technology,

and particularly in the production of computer managed and computer assisted learning materials.

6.2 It is also proposed to allocate Visiting Teacher Funds to the EDU so that cover can be provided for up to 4 FTE academic staff to be released by Departments to work part-time in the EDU.

6.3 If the above proposals were implemented then the academic staff establishment of the EDU would total 9.6 FTE.

6.4 The work of technician staff in the EDU is currently almost wholly devoted to the provision of visual aid equipment. The preparation of learning materials is likely to generate an increasing volume of work in future and will require good clerical, graphic and reprographic support rather than expensive, fixed, labour intensive facilities such as a colour television studio. Storage and access for increasing quantities of non-book material will also demand more technician help in co-operation with the Library.

6.5 It is proposed to increase the establishment of technicians from the present 10 to a total of 18. This would allow the provision of a flexible support system for the EDU, the Library, four Faculty Learning Centres at Perry Barr and a further three at Gosta Green, Paradise Circus, and Westbourne Road.

6.6 The EDU is not currently provided with Administrative/Clerical support. It is proposed that the anticipated expansion of its work will require the services of one administrator (SO1) as well as two clerk/typists (Scale 3).

6.7 The total proposed establishment of the EDU is indicated in Table 1.

7. Faculty Learning Centres

7.1 The Faculty Learning Centre is conceived both as a focal point to stimulate and to co-ordinate activities directed toward the further development of teaching/learning methods, and as a means of channelling support from Library, Educational Development, and Computer Services in support of those activities.

7.2 As indicated in the accompanying diagram, the FLC is seen to comprise a Teaching Centre, where academic staff, together with support staff, can find resources and facilities for the preparation of learning materials, and a Study Centre in which relevant Faculty learning materials can be stored, and students can obtain access to those materials as well as facilities for studying them. Other, additional facilities will need to be provided if individual student study is to be used more extensively than at present.

7.3 Faculty Learning Centres would be controlled by the Faculties themselves, inputs of staff, equipment, etc. being negotiated with the Library, Computer Centre, and EDU which would receive revenue allocations for that purpose. Faculties would also provide staff, equipment, accommodation, etc, from their own allocations. It is envisaged that each Centre would be staffed by at least 2 FTE academic staff, 2 FTE technicians, ½ FTE tutor librarian, 1 FTE library assistant and 1 FTE clerical assistant.

7.4 It is proposed that a Faculty Learning Centre would be established in each of the four Faculties at Perry Barr, and at Gosta Green, Westbourne Road, and Paradise Circus*. The existing Library/Resource Centre facilities at the latter three sites would provide the basis for this development.

7.5 The above strategy is compatible with the Strategy for the Development of Computer Services which has already been approved.

8. Resource requirements

8.1 The Computer Strategy has already identified ½ academic post to be provided by each Faculty and another ½ post to be provided by the Computer Centre. Similarly, each Faculty will be required to provide another ½ academic post for educational development and the EDU will provide the remaining ½ post. This implies a total commitment of 3 academic posts from the EDU at a gross cost of about £50,000 p.a.

8.2 The additional part-time academic posts in the EDU are estimated to cost £22,000 p.a.

8.3 In order to provide adequate library advisory services in the Learning Centres it will be necessary to allocate 3 FTE tutor librarians at a cost of £30,000 p.a.

8.4 Similarly, of the 12 technicians proposed for Faculty Learning Centres 3 will be provided by the Computer Centre. The EDU will need to provide the remaining 9. The establishment of technicians based in the EDU would reduce from 10 to 9 so that the net increase would be 8 posts at a cost of about £56,000 p.a.

8.5 The proposed level of provision of administrative and clerical staff - is all new, 3 posts would be provided in the EDU at a cost of £25,000 p.a., 6 posts would be allocated via Faculty Offices and 6 posts via the Library at a cost of £70,000 p.a.

8.6 The total gross cost of additional staff would, therefore, be: -

Academic staff:	£102,000
Technician staff:	£56,000
Administrative/ Clerical staff:	£95,000
Total:	£253,000

8.7 The initial establishment of Faculty Learning Centres will require a one-off investment of some £120,000. Thereafter, the E T & M allocation to the EDU should be of the order of £75,000 p.a. with allocations of, perhaps, £50,000 p.a. to the Library and £25,000 p.a. to each of the Faculties.

8.8 The estimated total additional revenue implication of this strategy is, therefore, £478,000 p.a. This shift of expenditure would need to be phased over a period of two to three years.

* Details of the provision in the School of Music require further consideration and are excluded from this paper.

9. Conclusion

9.1 The preceding strategy is intended to provide a framework within which Faculties can ensure the provision of educational development services which are relevant and appropriate to their distinctive needs. At the same time the highest level of expertise would be maintained and concentrated centrally to provide specialist back-up and to co-ordinate activities across the Polytechnic.

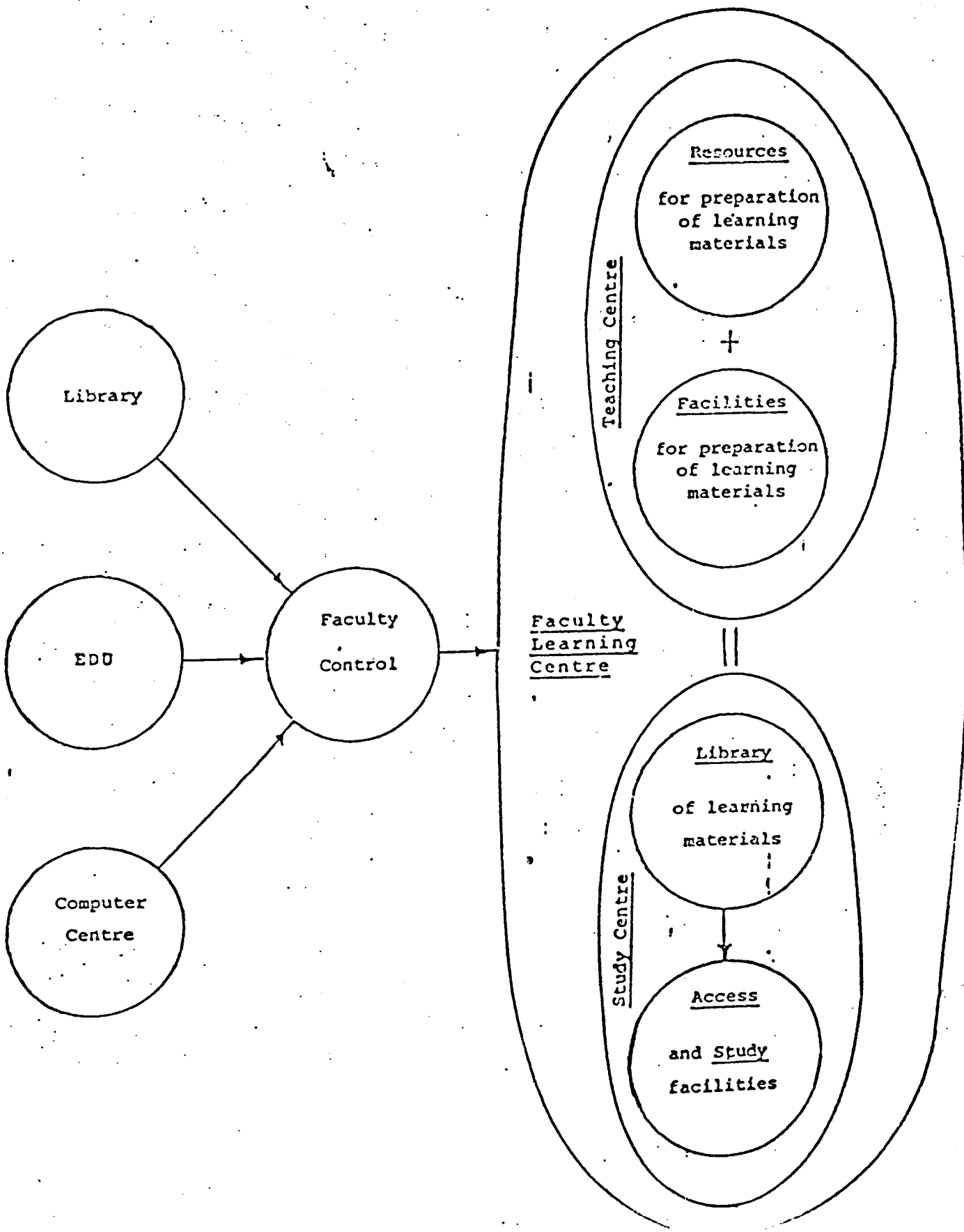
9.2 The strategy is based upon enhancement of the present Educational Development Unit at Perry Barr, and upon the provision of a Faculty Learning Centre in each Faculty. The latter would be controlled by the Faculties and would integrate Library, Computer, and Educational Development services.

9.3 Establishment of Faculty Learning Centres would require a one-off investment of some £120,000. Subsequent additional revenue costs would amount to about £478,000 p.a. to be achieved by redeployment of posts and redistribution of expenditure over a period of two to three years.

W. K. Allan
21st November, 1983.

LEARNING AND RESOURCES COMMITTEE

THE FACULTY LEARNING CENTRE



City of Birmingham Polytechnic — **Memorandum**

to Mr. R G Farmer
E D U

from Peter Hardie

Centre Art & Design

tel ext 237

our reference VC/PH/ECG

your reference

date 16th October 1980

John Underwood - PL Department of Visual Communication

I would like to make it clear that Mr Underwood is NOT a staff tutor in this Department, nor does he perform a staff tutor function.

Mr. Underwood has a declared interest in the EDU, his involvement in the EDU will be as a Departmental representative.

Peter Hardie
Head of Department

APPENDIX 18

DEPARTMENT OF MATHEMATICS AND STATISTICS

PROPOSED AND EXISTING STRUCTURE

Background.

The Department of Computer Studies and Mathematics was founded in 1972. In 1980 responsibility for the teaching of computing was formally transferred to the Computer Centre and this meant the loss to the Department of computer staff and courses.

The residue of the Department of Computer Studies and Mathematics forms the basis of the present Department of Mathematics and Statistics. The new Department has responsibility for improving the standard of mathematical and statistical education across the Polytechnic and currently services 12 other Departments.

The Department has only two courses of its own - Polymaths and Applied Mathematics for Teachers - but is planning a modest course programme in mathematical education. The main activity of the Department will remain servicing.

The Department of Mathematics and Statistics is one of four Departments in the Faculty of Business Studies and Law.

Staffing.

The Department has an establishment of 21 posts of which 20 are filled: these include

1	H.o D.
1	P.L. (deputy H.o D.)
16	S.L.
2	L. II

The remaining post is the subject of appendices A, B, C (attached) and will be filled by a P.L. in O.R. in the near future.

Structure and Organisation.

The Department is currently attempting to implement a structure that recognises both its subject specialisms and the expression of those specialisms through a variety of applications and courses.

The Department will be divided vertically into three broad subject areas - Statistics, Operational Research, and Mathematics. Each of these subject areas will be headed by a P.L. responsible for

- subject development.
- academic leadership.
- research and consultancy.

In addition to the vertical structure the Department will be divided horizontally into four broad application areas corresponding to the work of the new Faculties,

- Engineering, Science and Mathematical Education.
- Built Environment.
- Arts and Social Sciences.
- Business and Finance.

Departments within each application area will be assigned a Liaison Tutor responsible for

- establishing good relationships.
- identifying mathematical needs.
- monitoring course developments.
- giving necessary mathematical support.

The work of Liaison Tutors within an application area will be co-ordinated by an appropriate subject P.L. In this way subject and application developments will not become divorced.

Every member of staff will be asked to identify with at least one subject group and one application group. The groups will have overlapping interests and it may well be that some staff will wish to identify with more than one subject or application group. In any event staff will be encouraged to move between groups in response to the varying needs of individuals and the Polytechnic. In this way the Department can encourage staff development and make efficient use of its human skills and resources.

The Department recognises that teaching is the most important of its activities, and will seek to reflect this in its structure and organisation. There will be a Principal Lecturer responsible for teaching and learning who will

- promote an awareness of good teaching.
- monitor the effectiveness of the Department's teaching.
- monitor the attitude of students towards mathematics.
- supervise new staff during their probationary year.
- support established staff in all aspects of teaching and learning.
- organise and co-ordinate mathematical resources.
- liaise with the E.D.U. (Educational Development Unit).
- promote and conduct research in mathematical education in H.F.E.
- advise on purchase of new equipment.

This P.L. will chair a Committee for Teaching and Learning which will provide a wider forum for the issues raised above.

Research will be the responsibility of the subject P.L.s and the P.L. for Teaching and Learning. Research in the Polytechnic will be supported by the establishment of Statistical Advice Group that will provide a service to all staff and research students who need to design experiments and analyse data.

All groups and Committees will report to Departmental Committee (all staff).

APPENDIX 19

CITY OF BIRMINGHAM POLYTECHNIC

A DISCUSSION PAPER

THE POLYTECHNIC OF THE FUTURE

Preface

'There is nothing more difficult to take in hand, more perilous to conduct, than to take a lead in the introduction of a new order of things, because the innovation has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new.'

Machiavelli

Introduction: Education and Social Change

The education service in the United Kingdom has developed nationally over a period of some 150 to 200 years. The Polytechnic is the latest in a long line of further education and training institutions to serve the City of Birmingham and the West Midlands region. It has inherited a legacy of tradition from the past which has ensured the continuation of a character and form designed to allow a ready and willing response to the changing needs of the community it serves. The Polytechnic's current academic programme testifies to this through its rich diversity of activity at various levels of attainment, in different modes of study, and in the breadth of its student population.

Since the beginning of the 19th century society and its needs have changed dramatically. Knowledge itself has expanded at an unprecedented rate and the need to generate and transmit knowledge has been enhanced many times over. The demand for a skilled workforce to support the manufacturing and service industries of the region increased enormously in that

period. More people came to recognise the value of education in enriching their lives. If the founders of the further education system could see that system today then they would be astonished by the scale of provision which has been achieved. They would also be impressed by the challenges of the future and by the overwhelming need to adapt and innovate in order to meet those challenges.

Today the pace of social change is accelerating. The Polytechnics must expect to - and must be able to - respond to changing needs more rapidly than ever before. Demographic changes in the immediate future can be predicted with certainty and indicate a decline in the population of 18 to 20 year olds who are the majority of entrants to some of the Polytechnic's courses. Longer term demographic trends are less certain and in any case may be subsumed by changes in age participation rates. Less certain too are the demands of mature students but it is likely that their changing personal and occupational needs will result in increased demand for higher and further education and training.

But the great uncertainty of the next 20 years or so is the impact of technological innovations on society. The widespread introduction of automation, communication, and information systems based upon the 'microchip' has started and will continue. Concepts of 'work' and 'leisure', 'employment' and 'unemployment' will be challenged and traditional values and modes of behaviour will be questioned. The pace of change is difficult to predict but it is reasonable to assume that by the year 2000 massive social changes will have occurred.

Can the Polytechnic survive such changes? If organised society survives then we believe that the Polytechnic can survive. The broad spread of societal activity will remain, albeit with different emphases. Education will still be expected to provide the means to:-

(1) transmit social and cultural values from one generation to the next

(2) generate and communicate knowledge and understanding

(3) develop inherent abilities and skills in its students so that they may apply them to the production of human and economic wealth

(4) allow students to enrich their lives by self-development the better to contribute to the communities, in which they live.

The enduring value and utility of the kind of education currently offered must not, however, be taken for granted.

In the present time of financial stringency, academics and their students are seen to be taking too large a share of available monies, and to enjoy and defend a life-style - and work-style - which is too generous in comparison with others. There is some evidence that formal education is seen to be devalued in the current political view of future society. If academics are not prepared to put their house in order by offering a relevant, effective and efficient educational service, then pressures will be exerted to force them to do so. The Polytechnic will not survive if it clings to outdated values and practices. If it changes in step with the demands placed upon it then it will flourish.

The Student of the Future

Schoolchildren of the early 1980s have already shed the prejudices of earlier generations and accept technology as a necessary part of their daily lives. They live in a technological age dominated by interlunar travel, telecommunication, and computerisation, and, by and large, enjoy it. By the year 2000 AD they will expect to be served by a national and international network of information and control systems which will provide total access to the world of knowledge. The whole Earth will become their library.

The forces which motivate students to want to learn will continue to be derived from human curiosity, the desire to improve the performance of skills, and the need to qualify for chosen roles in society. But the demand for access to education will reject the traditional bounds of courses, academic terms, and teaching methods. The student of the future will expect greater freedom of access, wider choice of studies, and individualised teaching and learning methods.

The polytechnic ethos of 'teaching many skills, many arts to many people' is likely to be enhanced but subjects and areas of study will be realigned in new combinations and relationships. The demand for broad education in relatively general subject areas is likely to

increase and the scientific and technological content of courses and modules is likely to be more marked. Vocational studies will continue but the need for non-vocational studies will increase.

The proportion of mature people seeking educational opportunities in further education is likely to be greater. People will expect to return to their studies throughout their lives, so that students will be of a wider age range. The traditional link between many areas of the Polytechnic's work and the schools will be weakened. The nature of the school as an organisation may change radically.

If society can learn to cope with the freedoms and responsibilities which greater leisure must surely provide then people will be enabled to pursue their own individual interests with less hindrance than ever before. Some of those interests will lead them to further education. Having shed the constraints of full-time employment as we know it today, they will not readily accept the current constraints of education. They will want to return to learning as and when it is convenient to them, pacing their studies, and their subjects, in relation to their other needs as they themselves see them. Some will wish to study in the academic environment of a polytechnic, others may prefer to study - wholly or partly - at a distance. Current definitions of full-time, part-time, etc. students will become obsolete.

The Polytechnic will develop teaching and learning methods which are student rather than teacher-based and which employ systems of instruction which make extensive use of teaching packages and educational technology supported by individual tutorials. Distance teaching and extension studies will form a significant part of the instructional system. Some students with a preference for distance learning may never, or rarely, need to attend at the Polytechnic. Others will prefer social learning, and expect tutorial support which will need to be provided. New teaching and learning methods will be developed in many cases by, and in collaboration with other institutions.

The concept of the Polytechnic as a resource centre for the local and regional community will be fostered through its active involvement with and collaboration through networks developed with other institutions and organisations providing or requiring educational and training opportunities. It will be less isolated, less inward looking, less

competitive. It will make a valuable, supportive, and complementary contribution in a large but coherent further education system.

The 'Safe' Strategy

The Polytechnic has tried to maintain some planning momentum over the past few years while coping with reducing revenue budgets. It is now faced in the short term with the possibility of large-scale, severe cuts in its course programme and depressed enrolments of students. Its longer term future must depend upon its ability to maintain morale at a level high enough to encourage radical innovation within - and despite - contraction.

The 'safe' strategy to cope with budget reductions and future uncertainties would be to try to preserve present standards and kinds of provision on the assumption that they are immutably related to fixed academic parameters and educational needs. This would inevitably result in reduced student numbers.

To date budget reductions have been accommodated by absorbing apparently acceptable reductions in costs per student through the 'ad hoc' closure of buildings, cuts in allocations, deletion of staff posts and the deletion of some options and even courses. Future implementation of this approach implies planned measures which concentrate reductions in specific areas of work selected on the basis of rational criteria or subjective judgements.

Retrenchment solely on the basis of traditional definitions of educational and training needs would seriously hamper the Polytechnic's capacity to use its remaining human and financial resources to adjust to its changing environment. It would be left with an inflexible and increasingly obsolescent course programme. At the same time it would be denying access to many well-qualified and deserving potential students in order to maintain traditional methods of working at standards of provision which may be unnecessarily high.

A Strategy for the Future

An alternative, more progressive and challenging strategy would be

> to provide the best possible educational experience for the greatest number of students with whatever level of resources is available.

This option would not avoid the need for contraction in staffing levels, allocations, options, and courses if circumstances require them. It has the advantage, however, of focussing attention on the constructive need to develop an institution better able by virtue of a more flexible and responsive academic programme, to react to rapid changes in demand.

The Polytechnic is essentially reactive, responding to needs expressed in the wider environment. The strongest voices from that environment have come in the past from traditional educational and professional interests which have, therefore, been a major influence in shaping its course programme. Now weaker but increasingly persistent voices urging the incorporation of broader educaional interests are being heard. So far they have been accommodated to a limited degree by a process of 'strategic drift', a slow and relatively unguided organic transition towards opening up access to the Polytechnic via the Visiting and Listening students scheme, 'Return to Learning' scheme, modular and multimode developments, short courses, teaching companies, etc. This needs now to be transformed into a process of 'strategic thrust', whereby access is opened up systematically as a matter of principle in all areas. The Polytechnic can no longer afford to maintain the posture of passive oversight of external changes which will increasingly highlight its limited capability to respond. Its response must become pro-active; it must lead rather than follow.

The drive towards 'opening up' the Polytechnic would have positive benefits in identifying a clear direction for future development. The assumption of a concerted strategic thrust would do much to clarify the Polytechnic's future role in serving the community. It would facilitate the disinvestment from obsolete activities and diversification into different areas to meet new and changing demands.

An essential corollary would be the need to review and improve teaching and learning methods. The large reductions in cost per student implicit in the alternative strategy are only likely to be achieved as a result of a radical reappraisal of current teaching and learning methods. These derive from old FE traditions, teaching to 'external' syllabi, convenient but often educationally undesirable administrative procedures and the over optimistic and often pressing expectations of

validating bodies such as CNAA and others, and of professional groups. Grounded in the expansionist expectations of the 1960s and early 1970s, they may no longer be appropriate to either the changes dictated by the contracton of the 1980s or by future needs. It is possible to achieve an acceptable quality of provision as well as high academic standards with neither a profligate level of expenditure nor a 'chalk and slate' approach.

The current teacher-centred model often results in the teaching of small groups and in high levels of staffing. A shift towards a more student-centred mode of operation would enable teachers to support more students. If accompanied by changes in course design, then students would be afforded greater freedom of choice in their studies. Since some courses of study would not necessarily be classroom-based, then more flexible modes of study would be possible. Students would be able to study at their own pace, and the teacher would concentrate his efforts on coaching individual students and upon the preparation of study materials. With the rapid advance of information technology the provision of access to such materials will provide little difficulty.

Conclusion

The adoption of the 'safe' approach implies an unwarranted complacency which all too soon will be shattered by the mounting pressures of external challenges. The Polytechnic is in danger of becoming imprisoned in the confines of an increasingly irrelevant structure of outdated values and practices.

A strategy directed towards the pursuit of the best possible educational experience for the greatest number of students with whatever level of resources is available would better enable the Polytechnic to continue to fulfil its traditional role of serving the rapidly changing needs of society.

W. K. Allan
S. J. Richardson
8th December 1982

APPENDIX 20

EDUCATIONAL DEVELOPMENT UNIT STRATEGY PAPER

- A case for establishing an EDU support service for tutors to undertake projects concerned with improving Teaching and Learning Processes.

1. Introduction

1.1 This paper arises from discussions at the Educational Development Unit Management Committee when it was agreed that a proposal should be put to Staff Development Committee for the EDU to introduce a support service whereby tutors might be seconded part-time to the EDU in order to undertake teaching and learning projects in their own subject areas.

1.2 Specifically, the paper aims to:

1.2.1 provide a rationale for introducing a centrally organised scheme for improving the efficiency and increasing the flexibility of teaching and learning methods.

1.2.2 indicate how such a scheme might be organised

1.2.3 provide a detailed case for the establishment of the necessary technician and clerical staff to support the production of teaching and learning materials throughout the Polytechnic (See Annexe 1).

2. Rationale for Release Projects

2.1 Lectures often begin educational development work, but find that their good intentions are frustrated by lack of time, insufficient support from the institution and central resources units, and the low esteem with which this work is regarded in comparison with research.

2.2 An EDU Release Scheme would be designed to provide this time and support through an institutionalised yet flexible arrangement whereby agreed educational projects would be given appropriate academic, technical, and clerical help from the Educational Development Unit. In establishing priorities for this work, the principle aim would be to encourage innovations for improving the quality of students' learning which, when implemented, would make more efficient use of lecturers' time.

2.3 Typical projects would be likely to include schemes for developing materials for the introduction of individualised learning, computer assisted learning, the production of work books, learning packages and videotapes. The intention would be to provide official recognition of educational development through a system of 'approved' schemes, with sufficient support supplied centrally to make the idea of part-time release seem both academically attractive and technically viable to would be participants.

2.4. Most projects are likely to be originated by individual tutors and linked with the academic planning within the departments. Staff development work of this nature will identify tangible rewards for excellent teachers and ideally provide criteria for promotion. After consultation with the EDU, written specifications would need to be submitted for approval to the relevant Faculty Boards and the appropriate Committee of Academic Board.

3. Support for Release Projects

3.1 In departments with unfavourable student:staff ratios, it would be necessary to support a Release scheme in the form of a transfer of visiting teachers funds, so that adequate cover can be arranged for the class-contact hours of the released lecturers. In this way, no extra teaching burden would fall on the other members of the department's teaching staff - a critical consideration in creating an acceptance of the usefulness of educational development work. For subject areas where there is a comparitively low SSR, departments would be encouraged to timetable staff to allow an unsupported release of lecturers on the assumption that departmental benefits would accrue from the work carried out.

3.2 It is envisaged that most releases would be negotiated for periods of from 1 to 3 hours for 1 or 2 days a week.

4. Technician and Clerical Support

4.1 Learning material production is likely to be centred on the preparation of multi-activity programmes, such as self learning packages involving not only private study but tutored sessions. For this purpose large investment in fixed, labour intensive production facilities such as a colour TV studio would seem to be inappropriate, but good clerical, graphic and reprographic support would be both basic and essential. Tutors are unlikely to want to be seconded to an EDU where the only support they receive is seen to be good educational advice.

4.2 A detailed case for the establishment of EDU support staff for the production of teaching and learning material was submitted through the EDU Management Committee to the Polytechnic Secretary in June 1983. The proposal, a copy of which is attached, indicates that since the EDU was formed in September 1980, an essential media delivery service to classrooms has been created on the Perry Barr site but that this has developed at the expense of effective production services. In the current financial year, the EDU's budget was considerable enhanced. With the recent establishment of a full-time Senior Lecturer post, the Unit's academic establishment now stands at 2.3 F.T.Es. The Educational Development Unit, therefore, has the equipment, materials and academic strengths with which to develop a Release Scheme, but lacks the necessary basic package of clerical and technician support.

5. Recommendations

5.1 That an EDU Release Scheme be established on the lines indicated in paragraphs 2 and 3.

5.2 That Staff Development Committee should allocate part-time lecturing funds to support Release Projects in departments with unfavourable SSRs.

5.3 That funds should be made available for one T1 (audio-visual) technician, one T3/4 technical illustrator and one clerk/typist to be appointed to the EDU as indicated in the attached paper.

R G Farmer
September 1983

APPENDIX 21

EDUCATIONAL DEVELOPMENT UNIT STRATEGY PAPER

1 Introduction

1.1 Education is concerned with the transmission of knowledge and particularly with the development of judgement and skill in the light of the body of knowledge. As society becomes increasingly rich in information, education (and especially higher education) will be directly affected by opportunities created. The context of courses will be changed and the courses will be taught in different ways. It will be necessary to consider how to handle and to select from the vast quantities of information available in any subject.

1.2 Educational development in the future will be affected by (a) the need to raise the efficiency of teaching and learning methods to meet higher student:staff ratios (b) the need to respond to the changing educational requirements of students and (c) the need to take hold of opportunities inherent in the new information technology.

1.3 New educational development policies must take account of:

(i) the need for flexibility and mobility of mind - staff must restructure knowledge, develop new skills and accept the consequences of change;

(ii) the need for adjustment of course curriculum;

(iii) the responsibilty of the Polytechnic to train in the area of management, particularly in managing and controlling information, including in-house training for both teaching and non-teaching staff;

(iv) the changes in personal relationships that will take place between the teaching staff and students on the one hand and the teaching and non-teaching staff on the other, within the various levels and structures;

(v) the development of new 'teams' both between EDU staff and tutor Librarians and between teaching and non-teaching staff.

2 New Educational Development Needs

2.1 The present "Staff Development Policy for the 1980's" lists some 14 opportunities for staff development and refers to the individuals and groups with responsibility for promoting staff development, including the Staff Development Committee, Faculty Boards, Schools of Studies, Staff Tutors, the EDU and in particular, Heads of Department.

2.2 The new challenges will create demands for new forms of organisational structures. There is much scope for Faculty and cross-Faculty commonality of syllabuses and for the use of resource based learning methods. The pressures arising from higher SSRs and from information technology/computerisation will force teachers to look for more effective and efficient course design and teaching and learning methods.

2.3 There is now a need to take action in promoting special staff development procedures and opportunities to meet the changing circumstances which are seen to be effective at the level of the teacher operating in his or her everyday working environment. The appropriate strategy should be determined by the new developments in the curriculum and teaching and learning processes. One aim of the staff development strategy should be the development of a 'mixed' economy in which a wide range of teaching and learning methods are employed, rather than the lecture dominated system. Overall, the intention would be one of promoting more active and relevant learning methods with tutorial support.

2.4 Whether the future pattern of higher education is based upon teacher directed systems or student directed systems, the existing teaching and non-teaching staff in the Polytechnic would benefit from the provision of opportunities and support sevices to enable them to re-examine present methods and be made aware of new developments and ideas. This view was supported by the CNAA during the recent institutional review when it was noted in the final report that

> "....an imbalance between teaching and non-teaching staff, which when redressed, would....enable the Academic Board to plan and use its resources more effectively in the future, thereby safeguarding academic standards of courses leading to the Council's awards."

2.5 All these developments are relevant to the kinds of demands future students will be making and will significantly change both the kinds of skills and attitudes teachers require and their relationships with students. The 'tutor' of the future will be less of a teacher and more of a facilitator and a manager of a learning environment.

3 The Present Position

3.1 The Educational Development Unit started operation in September 1980 with the appointment of a Director at Principal Lecturer level spending 0.8 of his time in the EDU. A Senior Lecturer (half full time) is responsible for the activities of the Unit on the Edgbaston Site, where there are four technicians. A Chief Technician (Scale 6) is based at the Perry Barr Site, with an additional five technicians.

3.2 An important part of the EDU activities since it started operations has been to initiate discussion and action on the development of teaching and learning methods within the Polytechnic. The consultative role is expected to expand in this academic year with the appointment of an additional full-time Senior Lecturer from September 1983.

The recent appointment of an L1 Media Librarian, a shared post with the EDU, will also facilitate collaboration with the Library.

3.3 In the current financial year the EDU's budget was enhanced enabling the Unit to build up a growing collection of professional hardware for the production of learning materials, which now includes word processing and portable video equipment.

3.4 All of these developments hold out great promise for further expanding and improving the work of the EDU. Even in the short term, however, the scale and rate of change within the institution is likely to be considerable. Additional specialist expertise in curriculum development, resource based teaching and learning methods, computer assisted learning and computer managed learning will be required by the EDU. Furthermore the Unit is still without any kind of clerical/secretarial help and still lacks the very basic techician support needed to provide an adequate production and media sevice.

4 A Strategy for Educational Development in the Polytechnic

4.1 The strategy is determined by the curriculum development and teaching and learning needs of the future and thus includes the following:

(i) the development of 'new' teaching and learning skills of teachers;

(ii) the provision of programmes for the development of learning materials within Departments;

(iii) the continuing development of Student Learning Centres in Faculties and Departments for the promotion of learning activities in specific subject areas;

(iv) the development of computer applications in teaching and in the management of learning;

(v) management strategies designed to enable teaching staff, EDU, Library and non-teaching staff to develop attitudes appropriate to the new learning needs and to develop skills in managing the use of learning resources and complex learning environments.

5 Implementation of the Strategy

5.1 It is proposed that Faculty Boards be made responsible for the implementation of the strategy and that appropriate resources be allocated for this purpose. The EDU, Library and Computer Centre would provide the necessary support services to assist the Faculties and Departments.

5.2 Ideas for curriculum innovation and for learning packages should be seen to come from the Faculties, Department, Course Boards and Schools of Studies, but individual teachers should be given every encouragement to originate projects.

5.3 The strategy addresses the two requirements of:

(i) assisting teaching staff in acquiring the skills to introduce more student centred and resource based methods of teaching and learning;

(ii) enabling teaching staff to make more radical changes in the curriculum, incorporating shared modules, bought-in and self-prepared learning packages including, where appropriate, specific computer applications.

5.4 The first requirement (5.3 i) would be met by:

(i) establishing, or further developing, **Faculty Student Learning Centres**, in co-operation with the Library and Computer Centre (see paragraph 6)

(ii) an **Educational Development Unit Release Scheme**, providing teaching staff with the opportunity of having 'time off' for innovation (see paragraph 7).

5.5 The second requirement (5.3 ii) would be met by strengthening the support staff position of the EDU.

6 The Role of the Faculty Student Learning Centres

6.1 It is envisaged that the Faculty Student Learning Centres will develop from Faculty initiatives. They will be supported by EDU and Library staff on a joint basis, and would have the following functions:

(i) to meet the need to provide opportunities for staff and students to prepare and use learning materials. This would include openings for individualised learning either (a) within the Learning Centres themselves, or (b) in classrooms using packs of material borrowed from the Learning Centre, where the tutor will be available to provide support and assistance;

(The learning materials would provide working collections for the Faculties, student projects, course handouts, newspaper articles, journal abstracts and media materials);

(ii) to provide workshop facilities for staff for the production of printed materials, such as handouts. The facilities would include typing support and photocopying;

(iii) to provide a base for supplying tutorial support, possibly by means of a regular rota system.

7 The EDU Release Scheme

7.1 An EDU Release Scheme would be designed to provide time and support through an institutionalised yet flexible arrangement whereby agreed educational projects would be given appropriate academic, technical and clerical help from the EDU. In establishing priorities for this work, the principle aim would be to encourage innovations for improving the quality of students' learning which, when implemented, would make more efficient use of lecturers' time.

7.2 Typical projects would be likely to include schemes for developing materials for the introduction of individualised learning, computer assisted learning, the production of work books, learning packages and videotapes and the creation of Student Learning Centres where appropriate.

7.3 The intention would be to provide official recognition through a system of 'approved' schemes, with sufficient support supplied centrally to make the idea of a part-time release seem both academically attractive and technically viable to would-be participants.

7.4 Most projects are likley to be originated by individual tutors and linked with the academic planning within the Departments; thus subject Departments would control any innovation related to their interests. Staff development work of this nature would identify tangible rewards for excellent teachers and ideally provide criteria for promotion.

7.5 After consultation with the EDU and appropriate Tutor Librarians, written specifications for projects would need to be submitted for approval to the relevant Faculty Board and the appropriate Committee of the Academic Board.

7.6 In Departments with high student:staff ratios, it would be necessary to support a Release Scheme so that adequate cover could be arranged for the class contact hours of the released lecturers. In this way, no extra teaching burden would fall on the other members of the Department's teaching staff - a critical consideration in creating an acceptance of Educational Development work.

8 Additional EDU staffing to support the strategy - Academic

8.1 This support would initially be provided by allocating VT funds to the EDU, equivalent to the hours of teaching of 4 full-time members of staff. These funds would then be allocated to the Departments to enable staff to be released for periods of 3-6 hours per week.

8.2 As a second phase to this support, additional academic staff would be required in the EDU:

(i) Two tutors appointed on a short-term contract full time to help with the release scheme and to provide specialist subject knowledge and expertise in learning systems;

(ii) One further full-time Senior Lecturer post, to have specialist expertise in curriculum development particularly with regard to the production of computer managed and computer assisted learning materials.

9 Additional EDU staffing to support the strategy - Technical/Clerical

9.1 Learning material production is likely to be centred on the preparation of multi-activity programmes, such as self learning packages involving not only private study but carefully designed group tutorial sessions. For this purpose large investment in fixed, labour-intensive production facilities such as a colour Television studio would seem inappropriate, but good clerical, graphic and reprographic support would be both basic and essential. (Tutors are unlikely to want to be seconded to the EDU where the only support they receive is seen to be good educational advice).

9.2 Historical accident has resulted in the present allocation of technician posts at Perry Barr. The EDU has no technician support at Scale 2 level on the main site and, as a result, Scale 3 and Scale 4/5 technicians spend a considerable proportion of their time servicing classrooms when they should be co-operating with staff in the production of learning materials. In this way, most of the EDU's technical effort is geared to the essential but limited task of

providing a delivery service.

9.3 This situation is likely to get worse as the supply of poolable off-air television programmes continues to increase and as the large quantities of non-book material recently purchased by the Library start to become available; indeed, the Library is currently completely without technician help.

9.4 It is therefore proposed that 7 scale 3 technicians be appointed to the EDU. Two sevenths of this technician time would be allocated to support media services in the Library, the technician time remaining would, using a rota arrangement, establish a flexible workforce to:

(i) assist, where appropriate, in the task of establishing and maintaining Faculty Student Learning Centres;

(ii) provide essential basic media support in Faculties and the EDU;

(iii) release more senior technicians from low level tasks for the production of learning materials.

9.5 At present the EDU is without any kind of clerical/typing support and also without a technician with the essential illustrative skills necessary to assist tutors in the preparation of packages.

9.6 It is proposed, therefore, that one Scale 4/5 Technical Illustrator post and two Scale 3 Clerk/Typists posts be established (one clerk/typist in the Financial Year 1984/85, one in the Financial Year 1985/86.

9.7 With regard to the increased number of support staff and the growing budgetary and administrative implications for the EDU, one new post at Senior Officer 1 level is proposed to meet these responsibilites. This would separate an expanding high-level technical and day-to-day managerial role (to be carried out by the existing Scale 6 post) from that of financial and general administration

10 Recommendations

10.1 Two recommendations are made to implement the EDU strategy outlined in this paper:

(i) Priority 1 (paragraph 10.2) for implementation in the 1984/85 Financial Year concerned with setting up and support for Faculty Student Learning Centres, and first phase (VT funding) for staff release.

(ii) Priority 2 (paragraph 10.4) for implementation in the 1985/86 Financial Year required for the support of curriculum development.

10.2 The creation of Faculty Student Learning Centres backed by a team offering technical, clerical and library support and the provision of VT funds (see paragraph 8.1) is seen as having **first priority during the period of the 1984/85 Financial Year.**

Post	Role	Additional Annual expenditure
One Senior Officer (S01)	To meet the overall support staff, budgetary and administrative responsibilities of the EDU	£11,100
1 Technical Illustrator (Scale 4/5)	To support the production of learning materials	£ 7,700
7 Resource Technicians (Scale 3) -£7,000 each	To service Faculty Student Learning Centres, EDU and Library	£49,000
1 Clerical Assistant (Scale 3)	To support the production of learning materials	£ 7,000
Transfer of VT funds to the EDU, equivalent to 4 full-time teachers -£1,530 each	To support the release of a number of teaching staff in Departments for the preparation of learning materials	£ 6,120
	(Total (EDU Personnel)	£80,920)
As indicated in paragraph 6.1, the Learning Centre support service would be provided on a joint basis by the EDU and the Library. The Polytechnic Librarian has been consulted and has suggested that 4 additional Library Assistant posts (at £7,000 each) and 2 additional Professional Librarian posts (at £9,000 each) would be required to complement the work of the 7 Resource Technicians...		£46,000
	(Total (Personnel)	£126,920)

Equipment, Tools and Materials.

(1984/85 Financial Year)

(i)	One-off allocation to establish four Faculty Student Learning Centres with furniture and equipment (e.g. library shelving, word processing (satellite), photocopying and ancillary equipment)...	£40,000
(ii)	Addition to Library ETM allocation to provide materials to establish the Learning Centres...	£40,000
	(Total (ETM)	£80,000)
	PRIORITY 1 TOTAL FOR YEAR	£206,920

10.3 E.T.M. Allocation for EDU - proposed for 1984/85 at 1983/84 level plus 5%.... £51,450
Increasing thereafter at 10% per annum to reach £75,328 in 1988/89.

10.4 Once a mechanism has been established for individual members of the teaching staff to develop resource-based learning methods at 'grass-roots' level with the day-to-day support of Resource Technicians and Library Assistants, the **second priority** will be, **in the Financial Year 1985-86**, to encourage the production of new curriculum materials. This will be achieved through the expansion of the EDU Release Scheme, and the provision of specialist support for computer assisted learning and computer managed learning.

Post	Role	Additional Annual expenditure
Two short-term full-time appointments (S/L)-£16,800 each	To release key members of staff to develop learning systems	£33,600
One Senior Lecturer full-time appointment	To develop the production of computer assisted/computer managed materials	£16,800
One Clerical Assistant (Scale 3)	To support the production of Learning materials	£ 7,000
	PRIORITY 2 TOTAL	**£57,400**

RG Farmer
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4 November 1983

APPENDIX 22

APPENDIX 23

THE EDUCATIONAL DEVELOPMENT SERVICES STRATEGY

1 Introduction

1.1 The Educational Development Services Strategy which was recently approved by Academic Board proposed that strategic support for the development of teaching and learning in the Polytechnic be based upon:-

.1 the enhancement of the central Educational Development Unit at Perry Barr

.2 the establishment of Faculty Learning Centres

2 Summary

2.1 Present Position in the Educational Development unit

.1 **Academic Staff.** The strategy paper (para 6.3) proposes the enhancement of EDU Staff at Perry Barr by 6.8 FTE to provide relevant expertise. At present the Unit comprises:

1.8 FTE at Perry Barr
1.0 FTE at Westbourne Road

2.8 TOTAL (Total proposed establishment 9.6 FTE)

.2 **Technician Staff.** A net proposed increase of 8 posts would enable the EDU to provide a flexible support system from the central unit at Perry Barr and one technician for each of the Faculty Learning Centres. The present establishment consists of:

1 Chief Technician
5 Technicians at Perry Barr
4 Technicians at Westbourne Road

10 TOTAL (Total proposed establishment 18, para 6.5)

.3 **Administrative/Clerical Support Staff** is not currently provided to the EDU. A new establishment of one senior administrator and two clerk typists is proposed to support new commitments which will include the preparation of learning materials (para 6.6)

.4 **In-House Training Activity.** EDU academic staff are currently employed in a wide range of activities which involves consultancy and courses for staff and students. Such courses include an Induction Conference for all new members of academic staff, Level 1 computer awareness courses and study skills courses in most Faculties. The need to provide in-house training programmes was identified in the strategy paper (para 5.1 (i)). EDU plans for 1985 include two courses concerned with the design and implementation of student-based learning materials.

.5 **'New' Teaching and Learning Methods.** The EDU was largely responsible for carrying out a feasibility study on a range of courses in the six Faculties. This work is in line with proposals in the strategy paper (para 3.1). Recent allocations of visiting teacher money and E.T. and M. revenue will enable further teaching and learning projects to be established in the current financial year. (See separate EDU agenda paper entitled 'Proposal for the Continuation of the Work of the Task Group on Teaching and Learning Methods'.)

2.2 Faculty Learning Centres

.1 **Aims.** Some specific aims and typical support facilities for Faculty Learning Centres are outlined in Appendix 1.

.2 **Allocation of Capital.** An allocation of £70,000 of capital to assist with the establishment of Faculty Learning Centres was made towards the end of the last financial year. The EDU was closely involved with the choice and purchase of compatible equipment on behalf of Faculties. A further £50,000 of capital will be needed if the strategy paper's estimate of £120,000 is to be achieved (para 8.7).

.3 **Allocation of Revenue.** The EDU is not currently provided with revenue to support the work of the Faculty Learning Centres. An allocation of £75,000 p.a. to the EDU for this purpose is proposed (para 8.7).

.4 **Accommodation.** Most Faculties have identified suitable accommodation for their Faculty Learning Centres. Plans are well in hand to move equipment during the Summer vacation.

.5 **Academic Staff.** The EDU has prepared a suggested job specification for members of academic staff who will be responsible for managing the Faculty Learning Centres (see Appendix 2). It is proposed that 'Learning Projects Tutor' might be an appropriate title for those who are employed in this capacity. An important role for the Tutor, in addition to running the Centre, will be to facilitate 'new' approaches to teaching and learning and the production of learning materials. One Faculty has already arranged to interview staff for a half full-time appointment which will be supported by visiting teachers funding. At present, the EDU is unable to provide the half academic post for each Centre which was recommended in the strategy paper (para 8.1).

.6 **Support Staff.** The strategy paper refers to the need for 2 FTE technicians to staff each of the Faculty Learning Centers (para 7.3). With the exception of the Faculty of Education and Teacher Training, the present EDU establishment is not sufficient to support the Centres. However, the net increase in 8 posts suggested in the strategy paper would allow the allocation of one EDU 'technician' per Centre. It is proposed that 'Learning Resource Assistants' would be an appropriate title for support staff employed in this capacity. Learning Resource Assistants would be required to have a wide range of administrative and technical skills compared with traditional audio-visual aids technicians (see Appendix 3 for a job description)

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3 Priorities for the Next Stage in the Implementation of the Strategy

3.1 **The Need for an Integrated Approach.** If Faculty Learning Centres are to emerge as the foci for teaching and learning development we feel that it is essential to establish an integrated approach to innovation between the EDU, Library, Computer Centre and Faculty Teaching and Learning Groups. This might be achieved by Working Groups set up by the Learning Services Committee in each of the Faculties to determine and resolve critical issues such as:

.1 the identification of 'key effectiveness areas' where, given limited resources, managerial decisions to change learning methods will have considerable effect

.2 the identification of existing learning materials for purchase by the Polytechnic

.3 ways to prioritise the in-house preparation and production of learning materials

.4 arrangements for the in-house training of staff in the management of new learning systems.

3.2 **Some centralisation of Learning Materials Production.** A degree of centralisation of materials production as envisaged in the strategy (para 6.4) would avoid the piecemeal and often inefficient systems (spirit duplicated handouts etc) which some tutors at present have to use.

.1 The establishment of a team comprising administrative/clerical support staff and one graphic designer is seen as a first priority in providing essential support for the creation of in-house print-based materials. The main objective would be the rapid output of materials using the new technology recently purchased by the EDU.

.2 The work of technician staff in the EDU is currently almost wholly devoted to the provision of visual aid equipment. The availability of EDU Resource Assistants in the Faculties would enable the EDU to release existing technicians in order to establish a two person team to work approximately half full-time on the production of video programmes. At present, as with the word processing technology, the Unit has the equipment but lacks the support staff required to make use of it.

RGF
DE
April 1984

Appendix 1

Faculty Learning Centres

1. Aims

.1 To provide tutors with academic and practical support to assist with the introduction of 'new' teaching and learning methods.

.2 To provide both tutors and students with better access to teaching and learning materials.

.3 To provide study skills materials for students and study skills training materials for staff to use with students.

.4 To provide tutors with self-help facilities for the preparation of learning materials.

.5 To provide a central store for equipment required for loan to staff and students within the Faculty.

2 Typical Facilities

.1 LEARNING MATERIALS - Handouts, learning packages, videotapes, computer programmes etc.

.2 HARDWARE - Photocopier, typewriters, microcomputers, videotape recorders, Prime terminal etc.

.3 SUPPORT SERVICES - Copytyping (with magnetic storage), video playback/recording ("trolley") services to classrooms, issue and return of equipment, indexing storage issue and receipt of learning materials, simple equipment maintainance etc.

Appendix 2

LEARNING PROJECTS TUTORS - Possible Job Specification

1. Faculty Learning Centres

1.1 In consultation with the appropriate Faculty Committee and the EDU Users Committee:

.1 Decide the general services to be offered to staff and students in the Faculty Learning Centre.

.2 Decide priorities concerning the allocation of routine tasks to Learning Centre staff (e.g. copytyping, filing, equipment maintainance etc.

.3 Decide and implement a policy for:

a. the storage and loan of equipment to staff and students

b. the storage indexing and loan of learning materials to staff and students

.4 Assist the EDU in running training programmes for Resource Assistants.

2 Learning Projects and the Production of Learning Materials

2.1 In consultation with teaching staff in Departments and with colleagues in the EDU:

.1 Assist in identifying a wide range of learning projects and in preparing plans for their implementation and evaluation throughout the Faculty.

.2 Assist in the planning and preparation of learning materials, particularly those items requiring:

a. specialist support from the EDU such as graphics, video production etc.

b. visiting teachers/specialist lecture support

c. additional equipment tools and materials

3 Monitoring the Operation of the EDU Support Services within the Faculty

3.1 Liason with colleagues in the Faculty with regard to the EDU services.

3.2 Reporting such information to the EDU Users' Sub-Committee of Learning Services Committee.

4 Study Skills

4.1 Liason with colleagues in the Faculty with regard to implementing a study skills programme in co-operation with staff from the EDU, the Library and the Student Services Unit.

Appendix 3

LEARNING RESOURCE ASSISTANTS - Possible Job Specification

Under the general day-to-day supervision of the Learning Projects Tutor, the Learning Resource Assistant would be expected to:

1. Operate AV/Microcomputer equipment (e.g. load disc drives/video recorders etc).

2. Operate reprographic equipment, where required.

3. First line maintainance of equipment (i.e. replace lamps, fuses, batteries, clean equipment).

4. Make recordings of radio and TV broadcasts, where required.

5. Make simple learning materials from instructions as part of the overall EDU service.

6. Operate a learning materials retrieval system.

7. Operate an equipment loan service for staff and where appropriate for students also.

8. Carry out clerical/administrative procedures (e.g. keyboard skills)

APPENDIX 24

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

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Workshops

Although the new B.A. Hons. English degree has a modular structure, the first term of the course forms an introduction which is offered each year. One element of this is the 'Approaches to Literature' course. It is designed for students fresh from the cosy, intensive study of a small number of A level texts and intended to question received notions of what constitutes 'English Literature' as a subject of study.

The seminar element of the course is led by a core course team addressing certain problems and issues of the subject through reference to particular texts suggested for background reading. The first seminar, however, was spent commenting in general on a short piece of written analysis performed by each student as an introductory exercise. Students' work was then returned to their tutor for marking and counselling.

The lecture course, contributed to by most of the literature staff in the English school, aims to acquaint students with a range of critical approaches they will be likely to encounter during their degree course, and it is accompanied by 'workshops', an innovative form of teaching for the English staff. In order to follow up ideas and apply techniques out lined in the lecture, the lecturer provides handouts: conventionally literary, nonliterary; critical or popular extracts, together with suggested questions, as a basis for small group work. These texts together are intended to be collected in a binder and represent a form of course reader. Commonly there would be four different texts and areas for discussion but sometimes all the students would be performing the same task.

The workshops take place in the large side of Cenfac 3, which enables the lecturers to give an introductory talk outlining the task, then disperse the students, superintending the workshop session as a whole and being available for consultation, without 'leading' the discussion, as in a seminar. This has the obvious advantage of replacing four separate sessions (a 75 per cent reduction in workload for the lecturer in a year of 65 students) but its primary intention is to encourage students to take more responsibility for their own work and develop their oral skills in an atmosphere which might be less intimidating than a tutor-led seminar. During the ten weeks of the course, the scheme was varied by having workshops before or interrupting the lecture which then became a 'problem-solving' or integrating session. The texts were distributed some time prior to the workshop and will in future be presented to each student as a package at the beginning of the course. Nevertheless, short extracts proved preferable for class discussion purposes and longer texts more useful for private study.

We learned that students could work in groups without teaching staff but that the dynamics of such group work tended to be different from what we had anticipated. Groups of fifteen students, whilst a normal size for a tutor-led seminar, proved too large for workshops since without a formally structured session led by a tutor, audibility becomes a problem. The groups naturally resolved themselves into smaller units of about eight or even as small as two students. Whilst some groups were happy to talk and debate for fifty minutes, others preferred to spend most of their time writing. In both cases, however, students had reasonably coherent notes to show from these workshop sessions.

Workshop notes were taken to the last of the four weekly classes which make up the course: the tutorial. One tutorial was taken by each member of the English literature staff and comprised four students, one from each workshop. This enabled the students to compare their conclusions and provided a 'feed-back' session which could form the basis for further clarification of the subject, for new avenues of enquiry or reading and for individual students' written projects.

It is probably too soon to evaluate the new teaching methods employed by the course and we are still canvassing student opinion. On the whole, though, the course team is encouraged by the experience. We have yet to see whether students will see 'the point' of the introduction more clearly as the rest of their course goes on, or whether the questioning and independent thinking we have tried to promote will fade as the students resume their habitual responses to the self-evidently 'literary' text and attitudes in the modules which follow.

KATHRYN SOUTHWORTH
School of English and Communication Studies

Might Learning Packages help your teaching?

Have you ever come out of a lecture, having given your all, feeling that your hard-won knowledge is, judging from the faces of students in front of you, not interesting them, not informing them, not moving them in any way? Have you ever sat in a seminar when after the statutory paper and feet shuffling has died away, the lack of preparation by students (or perhaps their effective organisation to force you into the role) has made you once again take up the cudgels as the expert?

The use of Workbooks may overcome some of these difficulties as the responsibility for their own learning is clearly placed on students. Materials have been produced this year for students taking the second year "Mental Handicap" Option on the Diploma in Social Work course, a sequence allocated just fourteen hours, spread over seven weeks.

The workbooks, four in all, on the topics "Courses, Classification and Context", "Support for cover", "Daily living at home and at Work", and "Food practice past, present and future" are prefaced by an Introductory Package explaining the purpose of the option, the purpose of the package material, and something of the methods used; the Activities and Self Assessment questions the use of time for personal study or shared discussion, the use of the staff member as a resource rather than a purveyor of information and other issues relating to content, structure and assessment are briefly stated.

One of the dominant impressions after the first six weeks of the first run of the option is the extent and quality of contributions to the discussion from students. Contracts have been set and adhered to, and there has been a general sense of enjoyment in the shared work. What of course cannot easily be measured is the extent to which this particular group would have brought these qualities to the task anyway.

It is clear that these types of learning approaches do not do away with the teacher - it is rather that the nature of the interaction between 'teacher' and 'taught' undergoes a major shift. Students have a dialogue with the written materials in advance, they may be irritated or enlightened, turned on or cooled out, and it is this questioning and lively response which can be a catalyst in the process of attitude change or knowledge development.

Hopefully, authentic student response will be available by the time the next Faculty Newsletter reaches you.

ROBERT DOLTON
Department of Sociology and Applied
Social Studies

'The Residentials'

An integral and, therefore, compulsory part of the BTEC HNC/D course in Public Administration is 'The Residential' when for a week each year each group of 30-40 students goes to Avoncroft College, Bromsgrove, for a residential course. Monday morning (not too early) till Friday afternoon (not too late) is spent in the company of their peers and some of their tutors. Other members of the Polytechnic and outside speakers such as local authority senior officers and MP's also mingle with them from time to time.

There are special points about the learning and teaching experiences of a 'residential' within such a day-release course. Of primary importance, I think, is the opportunity of all, students and staff alike, to enjoy a shared social experience as well as well as an educational one; a social experience, it must be said, of a quite different nature from the 9 to 6.30 ond-day-a-week experience of the rest of the year. Personalities are seen more clearly with extended contact. The cohesive effects upon the group are clear - where there were ten groups of three before the residential, three groups of ten is likely to be the picture afterwards. If teaching Johnnie Latin means knowing both Latin and Johnnie, this is the way to get to know Johnnie.

Educationally there is the chance to do longer, more complex and more rewarding work; instead of sessions of an hour separated by a week, a single activity needing a half-day or even a whole day can be organised. I marvel at the role-playing exercises devised by my colleagues which are played, filmed rerun, analysed - and above all, enjoyed. The students do not feel that they are playing roles, they <u>are</u> committee chairmen, aggrieved parents, disgruntled tenants, puzzled policemen or whatever - and they learn the more because they are not being 'taught'.

The residential course also offers the chance to bring in outside experts, or a 'character' to talk in an informal way so that, as well as amusing us, he or she is being relevant in an indirect way. It offers the chance to show films of interesting but not generally studied aspects of public administration, or a unique activity of one of our local bodies. I must add that the Polytechnic is well able to provide both experts and 'characters' and we make use of them.

In 1985-86, because of an enlarged first year intake we have not found it possible to arrange residentials for the second year students. Their chagrin is proof enough that their experiences last year were both enjoyable and helpful.

Hell to organize, Heaven to experience, 'The Residential' offers something special in teaching and learning.

DR. NORMAN MUTTON
Dept. of Government & Economics

Self study Materials

Last term I introduced into my teaching a self-instruction unit, for one topic within the second year of an undergraduate course. I had designed the unit whilst on secondment in the previous academic year.

The unit was designed in accordance with the pinciples of the Keller plan as a self-paced individualized learning programme, albeit with the omission of the Keller principle of Mastery. I omitted a final test because in my view it was incompatible with the learning milieu of the course.

Although I had tutored for the Open University and was familiar with the theory of 'teaching without teachers'. I was somewhat apprehensive about how my innovation would fare. My fears were not realised however.

I gave a brief verbal introduction and distributed the study packs to each of the 27 students in the class, who were free to stay or leave the rest of the class as they pleased. There were two further classes of 1.5 hours each when attendance was also not required when help was sought with difficulties. No one attended these further classes.

When the class met again, at my request, they completed and returned evaluation forms anonymously. The evaluation of the unit was qualitative and demonstrated a good deal of support for the self-study materials. Typically, one student in response to the question 'What did you particularly like?' wrote, "Being able to gain an instant feedback by being able to check answers".

Some dissatisfaction was expressed mainly towards the simplicity of some of the learning objectives.

Overall the experience of the students seemed to be well summed up by the comment of one "On the whole it was a good exercise".

One surprise for me was that the length of time taken by students was 3 hours instead of the 6 hours which I had expected.

My conclusion from the experience here and from wider evidence is that self-study materials have a contribution to make to full-time courses of study. They enhance learning by contributing to variety of methods - for me perhaps the most important principle in learning.

GEORGE SMITH
Department of Sociology and
Applied Social Studies

Implementing Buzz Groups

Lectures are not my favourite method of teaching, although they are employed a great deal in Higher Education, in spite of efforts to "deformalize" teaching with the introduction of student centred seminars and workshops. My reasons for not liking lectures are not particularly original: lectures are almost totally teacher-centred, and their structure actively discourages students participation. It is difficult under these circumstances to ensure that your students are 'on the right wavelength', or simply that they understand what you are talking about. Neither does it surprise me that in the few years of my teaching experience student feedback suggests a complacent acceptance of the lecture technique. Much school teaching, I suspect, is still teacher centred in spite of the efforts of Nuffield, and lectures could be seen as a natural progression. However, one day early this term I decided to implement "buzz groups" into one of my lectures to our first year undergraduate students. Breaking off the lecture after about thirty minutes, I explained to the students that I now wanted them to turn to the person sitting next to them to discuss a particular point which was one of the themes in my lecture, for five minutes.

I anticipated bewildered silence, followed by reluctant, self-conscious murmering. (Bear in mind that these students had begun their course at the Polytechnic only two or three weeks beforehand). I couldn't have been more wrong. The chatter which followed was immediate, very loud and very long. To halt the discussion after five minutes, I had to shout to make myself heard. Going round the groups, valid and interesting points were made by the students concerning the theme of discussion, which in turn provoked some further comments. Some of the students seemed positively animated, a response more frequent in seminars than lectures. I was pleased with the result. It was gratifying to discover that most students were, in fact, very much on the right wavelength, and seemed more receptive to the remainder of the lecture as a result.

It did feel slightly peculiar going from this informal two-way communication back into the me-centred lecture again. I felt a slight "jarring" of objectives here, probably because I needed to achieve a greater synthesis between the outcome of the buzz groups and the remainder of the lecture.

I guess this comes with experience, but overall I was pleased with this first attempt at 'deformalising' the lecture!

SANDI KIRKHAM
Department of Librarianship
and Information Studies

WHAT IS OPEN LEARNING?

OPEN LEARNING IS A TERM USED TO DESCRIBE EDUCATION AND TRAINING SCHEMES WHICH ARE DESIGNED TO MEET THE VARIED REQUIREMENTS OF INDIVIDUALS - ADDRESSING WHAT, WHERE, WHEN AND HOW THEY LEARN.

OPEN LEARNING MAY BE DEVELOPED:

TO HELP LEARNERS GET ACCESS TO KNOWLEDGE OR SKILLS THEY WOULD OTHERWISE BE DENIED;

TO AVOID THE INCONVENIENCE OF ATTENDING CONVENTIONAL CLASSES/ TRAINING SESSIONS;

TO HELP LEARNERS TO BECOME MORE INDEPENDENT AND CAPABLE OF TAKING THEIR OWN DECISIONS.

It has been pointed out that education systems can be 'closed' because of both educational and administrative constraints. The following list has been given of examples of administrative constraints which contribute to making systems 'closed':

1) student must attend in a specific place;

2) at definite times;

3) over a named period of time;

4) join a group of minimun size;

5) pay a certain amount towards the cost of the course.

The following educational constraints have been indentified as contributing towards making a system 'closed':

1) student has to accept the sequence of teachig that is offered;

2) accept the teaching strategy that suits the teacher;

3) student has little opportunity to select the learning objectives which he wishes to work towards;

4) in many cases will have to meet minimun entrance requirements which have little or no relevance to his personal learning objectives;

5) assessment methods are usually unrelated to the type of activity in which the student will apply his newly acquired knowledge or skills.

Thus a definition of an 'open' learning system is that there has been an attempt to remove at least some of the above constraints to learning as well as any others which are preventing learning opportunities being available. The M.S.C. definition of "Open Tech" programmes includes 'open' but not necessarily 'distance' definitions. One key task is seen as to open and widen access to existing education and training provision.

Open learning may be provided in several ways depending on where the target learners live or work. They may, for example, attend a learning centre that is open flexible hours and contains a variety of learning materials. Or they may study mainly at home with only occasional attendances at a local centre. Or the learning may be carried out entirely at a distance from the providing centre. This last variety, 'Distance Learning', is best known - but newer schemes, for example those funded by the Open Tech Unit of the M.S.C., rarely use pure 'distance learning'.

DISTANCE LEARNING

"The various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, a tutorial organisation."

Prof. B. Holmberg

"Distance Education: A Survey and Bibliography" 1977

OPEN LEARNING

"Open learning enables people to learn at a time, place and or pace which suits them best and also gives them a wide choice of what they study.....it may involve self study at home or work at convenient times, supported by telephone tutorials and practical flexible access to equipment, training centres, colleges or other sources of help and advice. It can make use of tapes, video, computer based learning and so on".

Manpower Service Commission 1982

MIKE LEWIS
Open Learning Centre

One idea for lectures.....

NOW LOOK AT ME WHEN I'M TALKING

The usual behaviour of students in lectures is to listen to the lecturer and write notes but rarely to look at the lecturer. Sometimes in a lecture you want students to look at you because you are pointing out something on the OHP or blackboard or demonstrating a practical skill or piece of equipment or, more subtly, because they can learn something from looking at your facial expression, hand movements, etc. If you want them to look at you, you will need to make a firm statement such as "Now I'd like you to stop writing for a couple of minutes and just look at me while I show you what I mean".

If you want to be successful in gaining students' attention in this way you may need to take account of how the students may regard the suggestion. They may be thinking, "Unless I take notes while he talks then I'm going to miss this bit in my notes because he'll just rush on the the next thing after this demonstration". So you may also need to say, "I'll give you a couple of minutes to take notes on this after you've watched me".

One idea for tutorials.....

STUDENTS' QUESTIONIONS

Questions in tutorials are usually asked by tutors. There are several advantages in inviting your students to ask the questions for a change: one is that it gives them more responsibility; another is that the students are in the best position to identify those aspects of the tutorial material which puzzle or interest them; another is that they are gaining practice in a skill which they can then apply to asking questions as they are reading, listening to lectures or revising for exams.

Here are the descriptions of two simple procedures based on students' questions. Begin with everyone in the group, including the tutor, writing down a question based on the tutorial material. (It may be something they don't understand which they know the answer, in an area that interests them). Then either:

a) these are listed on the board and pairs of students select a question, their own or someone else's, to work on and at an agreed time report back to the rest of the group on their conclusions. Or,

b) individuals in turn ask their question and chair the discussion which last until they feel they have recceived a satisfactory answer.

These ideas and more, can be found respectively in:

"53 Interesting Things To Do In Your Lectures" by Gibbs, G et al
(£4.00 from Technical and Educational Services Ltd.,
37, Ravenswood Road, Bristol, BS6 6BW, Avon, U.K.)

and

"53 Interesting Things To Do In Seminars And Tutorials" by Halseshaw, S et al
(£3.50 from SCEDSIP, Bob Farmer, EDU, Birmingham Polytechnic).

APPENDIX 27

To Faculty Learning Tutors

Our ref RGF/JBP
Your ref
From R.G. Farmer
Centre EDU
Telephone
Extension 360
Date 19 January 1987

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

SERVICES OFFERED BY RESOURCE ASSISTANTS IN THE FACULTY LEARNING CENTRES

At a recent meeting of EDU Technicians, the view was expressed that it would be helpful if we tried to assess the work of the Faculty Learning Centres and in particular the job specifications of the Resource Assistants as they had evolved over the past eighteen months.

The purpose of the exercise will be to discover:

a) Whether or not we are providing the devolved EDU service that was envisaged when the Centres were first established

b) Any problems that might have emerged with regard to the line management of the Resource Assistants.

c) The division between the routine AV 'trolley pushing' tasks and the more 'creative' work required of the Resource Assistants.

In an attempt to find some answers to these questions, I have prepared a short questionnaire (enclosed) which I would like to give to the Resource Assistants. If you have any strong objections to this proposal, perhaps you would be good enough to telephone me (Extension 360) before next Thursday, 22 January.

The next lunch time meeting of the Teaching and Learning Group of the EDU will be on Monday, 2 February at 12.30pm. in Room F323. I would like to present the outcome of this small investigation at this meeting.

R.G. Farmer.

R.G. Farmer
Head of the EDU

Enclosure.

cc. Mr. D.E. Burns
Mrs. D. Eastcott
Mr. A.C.C. Meggy

QUESTIONNAIRE

The purpose of this questionnaire is to discover:

a) Whether or not we are providing the devolved EDU service that was envisaged when the Centres were first established.

b) Any problems that might have emerged with regard to the line management of the Resource Assistants

c) The division between the routine AV 'trolley pushing' tasks and the more 'creative' work required of the Resource Assistants.

By ticking the appropriate boxes as indicated, please classify your present job as follows:

On average my work is mainly confined in this area ✓✓✓✓
On average my work is often confined in this area ✓✓✓
On average my work is sometimes confined in this area ✓✓
On average my work is rarely confined in this area ✓
This item is not part of my present job specification ✗

LEARNING RESOURCE ASSISTANTS - Job Specification

Under the day-to-day supervision of the Learning Projects Tutor, the Learning Resource Assistant would be expected to:

	Place the appropriate number of ticks or cross in each box
1. Carry out clerical/administrative procedures (e.g. keyboard skills, to include word processing)	
2. Operate AV/Microcomputer equipment e.g. load disc drives/video recorders etc.)	
3. Operate reprographic equipment, where required	
4. Carry out first line maintenance of equipment (i.e. replace lamps, fuses, batteries, clean equipment).	
5. Make recordings of radio and TV broadcasts, where required	
7. Make simple learning materials from instructions as part of the overall EDU service (To include TV production).	
8. Operate an equipment loan service for staff and where appropriate for students also.	

Please identify any jobsyou are engaged in on a regular basis which are NOT listed above.

On a general day to day basis we would like to find out how work is allocated to the Faculty Learning Resource Assistants. Please indicate below:

	(Please tick as appropriate)
Most of my work comes from tutors in my Faculty either direct or through the central booking system.	
Most of my work comes from my Faculty Learning Tutor	
Other(s) - please specify:	

Most of my work is of a routine nature (YES/NO) If YES please indicate the nature of this work.

I would bprefer to be engaged in more work of a 'creative' nature (YES/NO) If yes please indicate.

In my present post I honestly consider myself to be: (Please tick)

Overworked

Very busy

Busy

Fairly busy

Under employed

APPENDIX 28

TEACHING AND LEARNING

METHODS IN THE DEPARTMENT

OF SOCIOLOGY AND APPLIED

SOCIAL STUDIES

1986

Birmingham Polytechnic

CONTENTS

Introduction

Teaching and learning methods in the Department of Sociology and Applied Social Studies is a collection of papers which record the presentations made by contributors to a one day workshop arranged for staff in the Department in September 1986. The workshop was intended to prise open the classroom door, without it falling down and causing damage! The papers enable us to consider more fully the contributions which were made. They vary considerably in many respects but they are united in being an expression of the diversity of professional practice which prevails in the Department. I believe that there are probably many other interesting contributions which might be made from within the Department. May they keep for another year's workshop! The papers here do provide us with an opportunity to learn about the way that some of our peers promote the educational pursuit and to reflect on our own practice in that regard. No favouritism has been shown by the editor! - The papers appear in alphabetical order according to name of author.

George Smith
October 1936

Learning with Audio Recordings

The discussion was around use of audio recordings on the part-time course of the Certificate in Individual and Family Counselling. These are used in 4 ways.

1) Use of existing audio material. Students are encouraged to use these to supplement the learning on the course and they are also used in teaching sessions. They appear to require more concentration than material that also has a visual element.

2) During the first term of the course students are asked to make recordings of sessions with clients they are working with and to provide at least two short tapes (approx 10 mins) for the tutors. The purposes of this are:

   - To provide students with opportunity to practice counselling skills as soon as possible
   - To get acquainted with using a tape recorder
   - The tutor gets a baseline of where the student is at and what their particular problems in counselling are e.g. too directive, too questioning, voice tone etc.
   - To provide individual feedback to the student
   - To build up students confidence in their beginning counselling skills.

   Although the use of tapes is mentioned in the course leaflet and is discussed at length in the selection interviews - initially the use of tapes tend to be problematic. The problems range from the mechanical to the ethical and time is spent early in the term discussing these. In the main it is the students lack of confidence, not the clients' reluctance that is the real problem. Students are 'threatened' by being listened to in action. Because of this some students provide no tapes until the end of term; some provide ones with excess noise and for others the tape recorder 'never worked'.

   Some students provide more than two tapes and find this a useful aid to learning as they use the feedback to inform their future counselling. From the tutors end it is time consuming to listen to the tapes, provide written comments and give individual feedback.

3) In terms 2 and 3 the majority of the teaching sessions involve students bringing in tape recordings for discussion in groups. The students are divided into two groups (7 or 8 students in each). The tutors change after 3 weeks so each group does not get influenced by only one tutor's view of counselling. It is hoped that student's have built up confidence in the first term to be able to share their tapes within the group.
   The purposes are as follows:

   - Tutor helps the students evaluate the tape and ask pertinent questions.

- Role plays can be initiated to look at alternative ways of viewing the situation and dealing with it
- Students gain guidance for further counselling sessions with the client.
- Students develop the ability to be critical of themselves in action and to suggest what they might have done instead and its possible outcome.
- Application of theoretical perspectives to counselling.

The teaching sessions are not tutor structured - this implies "thinking on one's own feet" and involves total concentration. Initially the tutor has to initiate questions and discussion to help the students - but gradually students learn to ask more questions of each other and of themselves. The better students listen to their tapes before presentation to the group and have made some initial assessment of their own work.

Once again some students are more open than others and provide more tapes for group use. Those that provide less are encouraged to take counselling parts in the role plays that ensue.

4) The students final piece of work is a tape of approximately 20-45 minutes and a critique. This is given in at the end of the course. Marks are equally divided between the tape and critique, so it is possible to pass with a poor tape and good critique and vice versa. In the critique they must not only recognise what went wrong, but what they could have said and it's likely outcome.

Because of the use of tapes throughout the course, submission of a tape in the summer term should not be a problem. the tape must not be one that has been discussed in the group but can be another session with the same client. In practise, students wait for the 'perfect' client and the piece of work is often rushed and a disappointment. Those that stick with a tape they have made and concentrate on the critique get a better mark.

This final piece of work demonstrates where students have reached and in some cases is very gratifying where progress from term one is very great.

Once again, from the tutors end, marking is very time consuming.

Some students who fail to get a suitable client, use friends or relatives. This can be problematic where the students knows the person and problem well and cannot step beyond their usual role.

Esther Czarnocha

Learning Packages

The session was intended to convey to colleagues some of the fun, enthusiasm, anxieties and traumas for the teacher producing packages and the teacher and learner actually using them. As learning is an unfolding process of conjunction of intellectual and emotional awareness and external events, packages must not be allowed to take on a static, once-for-all, given quality, but should be seen as triggers to students personal learning.

Materials prepared for students taking the DSW II Mental Handicap option were passed round and participants were encouraged to voice their immediate responses - did this seem clear, heavy, fun, anxious-making or .....?

The differing responses of individual students and of groups was discussed and attempts were made to relate this to institutional and organisational pressures, as well as to professional practice in the classroom - negotiation, contract making, facilitating, resource finding etc.

There was recognition that developing packages of this sort is a time and energy consuming process (in this case amply compens ated for by the support of Diana Eastcott of E.D.U. and Annette Warner). Emphasis was placed on the value for the utility of this approach in a one or two hour slot within a sequence, as much as basing the whole educational input of a course on this particular piece of technology.

Robert Dolton

EDUCATIONAL DEVELOPMENT UNIT

Notes on a Seminar on Experiential Learning

Given to Teaching Staff September 1986

1. Objectives for the Session We set out to answer four questions:

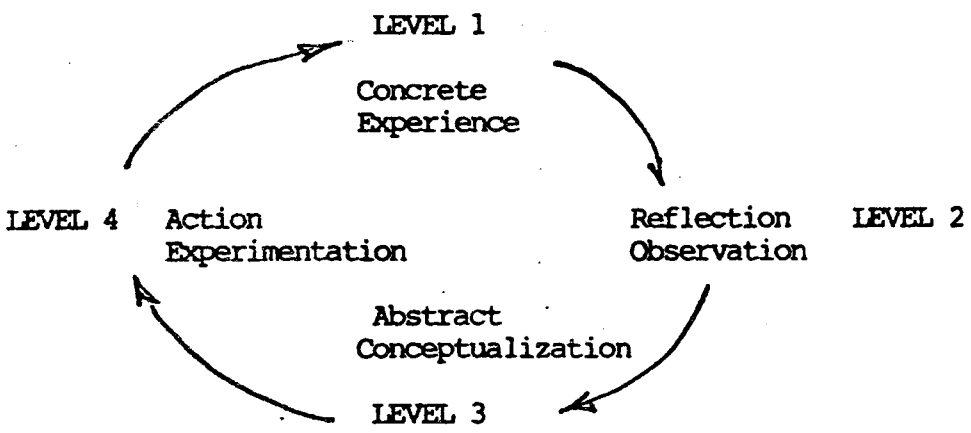
a) What is Kolb's model of Experiential Learning

b) How individuals approach learning in different ways depending on their preferred learning styles.

c) How institutions, departments and courses have their own learning styles which can inhibit or promote learning.

d) How we have used Kolb's model in our teaching.

2. Kolb's Model - a Brief Description



In this model experiential learning is equated with problem solving. The learner, at level 1, whilst engaged in some work-related activity identifies a problem or a need. At level 2 he/she is encouraged to reflect upon the problem and to identify any previous experiences. Conceptualization about the main themes of the situation is followed by the creation of action plans at level 3. The learner is then encouraged to actively experiment with these plans at level 4 in order to see their effect. These actions lead to new experiences which initiate the cycle again.

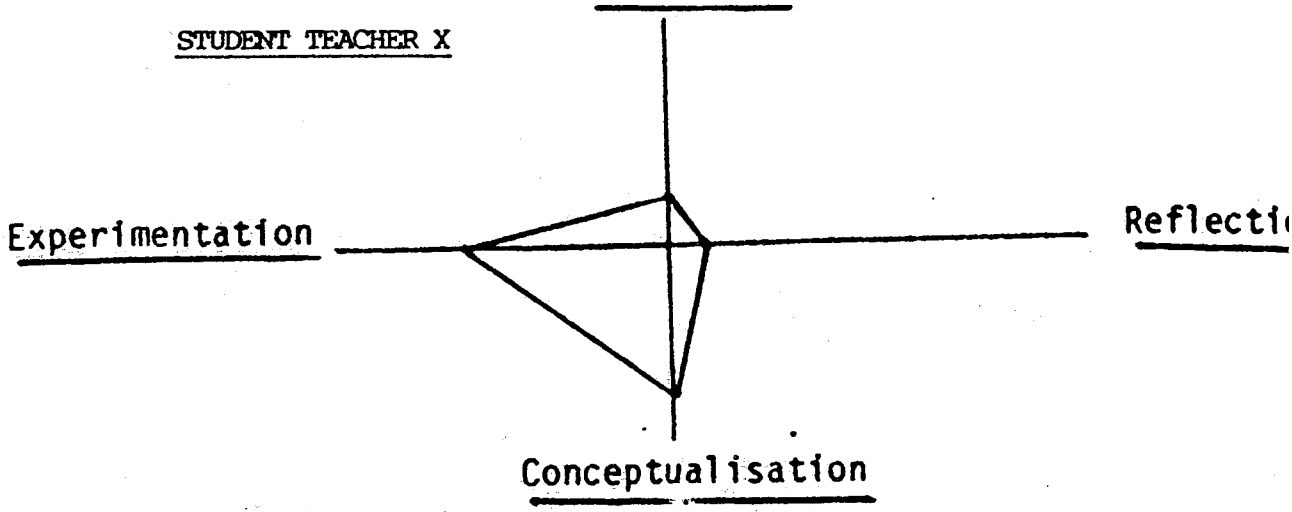
3. Learning Styles

Kolb and other workers in the field of experiential learning have produced 'learning inventories' which enable participants to identify their preferred (natural) learning style.

Individual learners approach problems in different ways based upon their preferred style. Questionnaires designed to find out learners preferred styles reveal learning 'habits' that may hinder or inhibit problem solving in a number of ways. This is illustrated by the following examples. Three teacher training

students have the same basic problem but they also have very different learning needs.

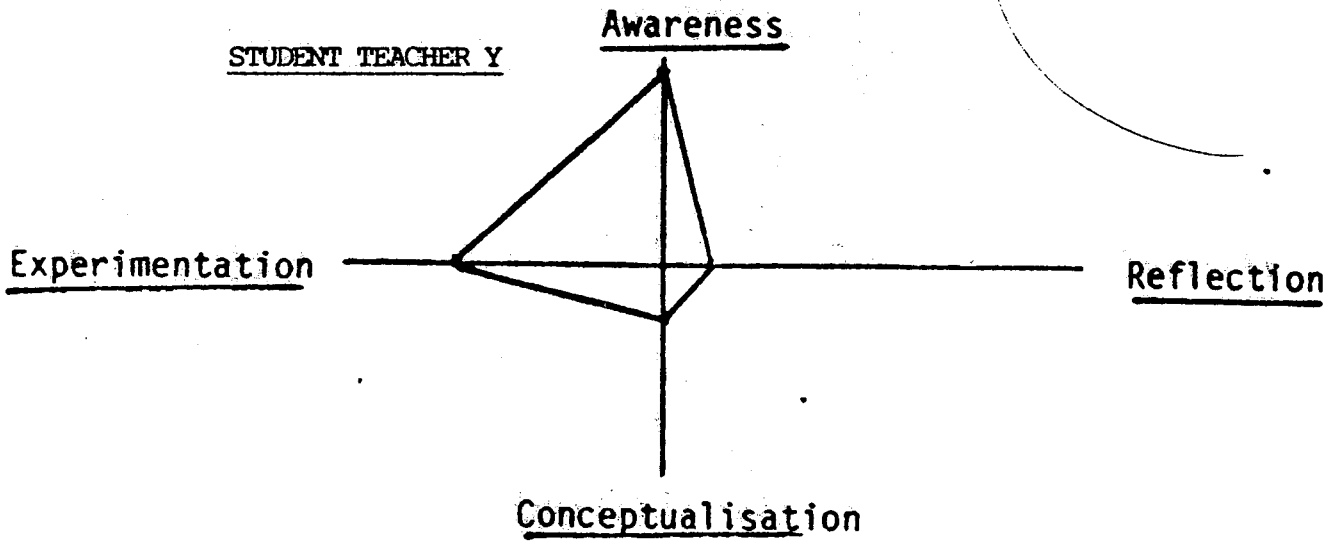
STUDENT TEACHER X



a) Teacher X has an informulated need to motivate her students more effectively.

b) She is unable to describe adequately how she is aware of the need as it occurs and therefore finds it difficult to reflect on the problem. Her lack of awareness is ultimately connected with her least pefered style of learning.

STUDENT TEACHER Y

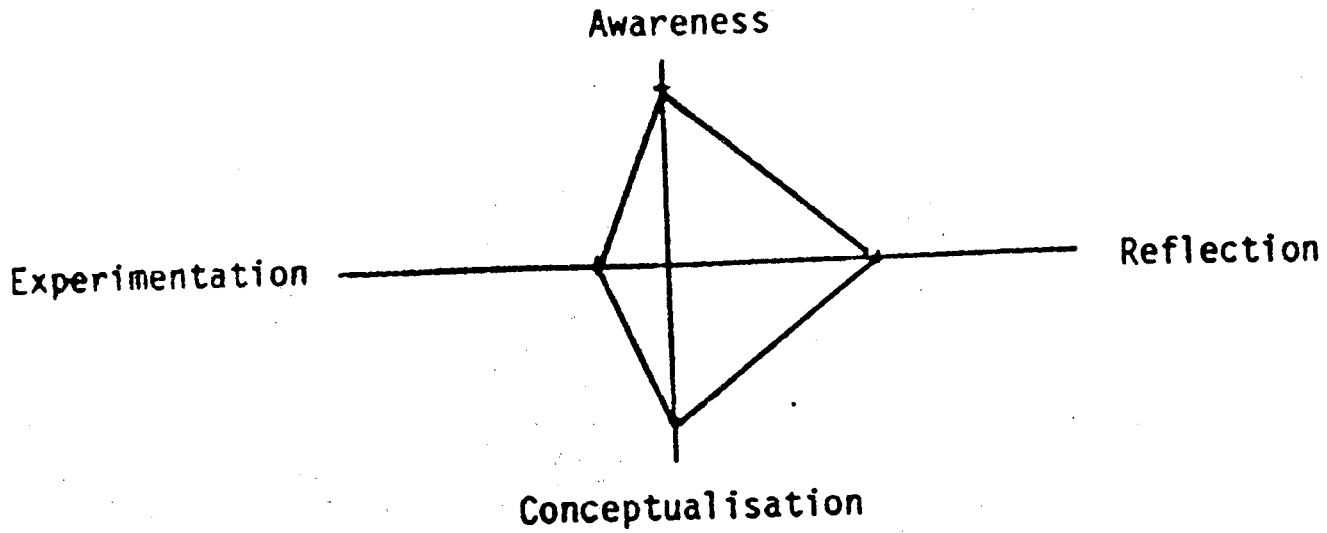


a) Teacher Y is acutely aware of the need to motivate her students more effectively.

b) She finds if difficult to reflect on her problem, to sort out her ideas and to produce explanations which suggest ways forward.

c) She therefore adopts a 'fire fighting' approach to solving her problems with her students

STUDENT TEACHER Z

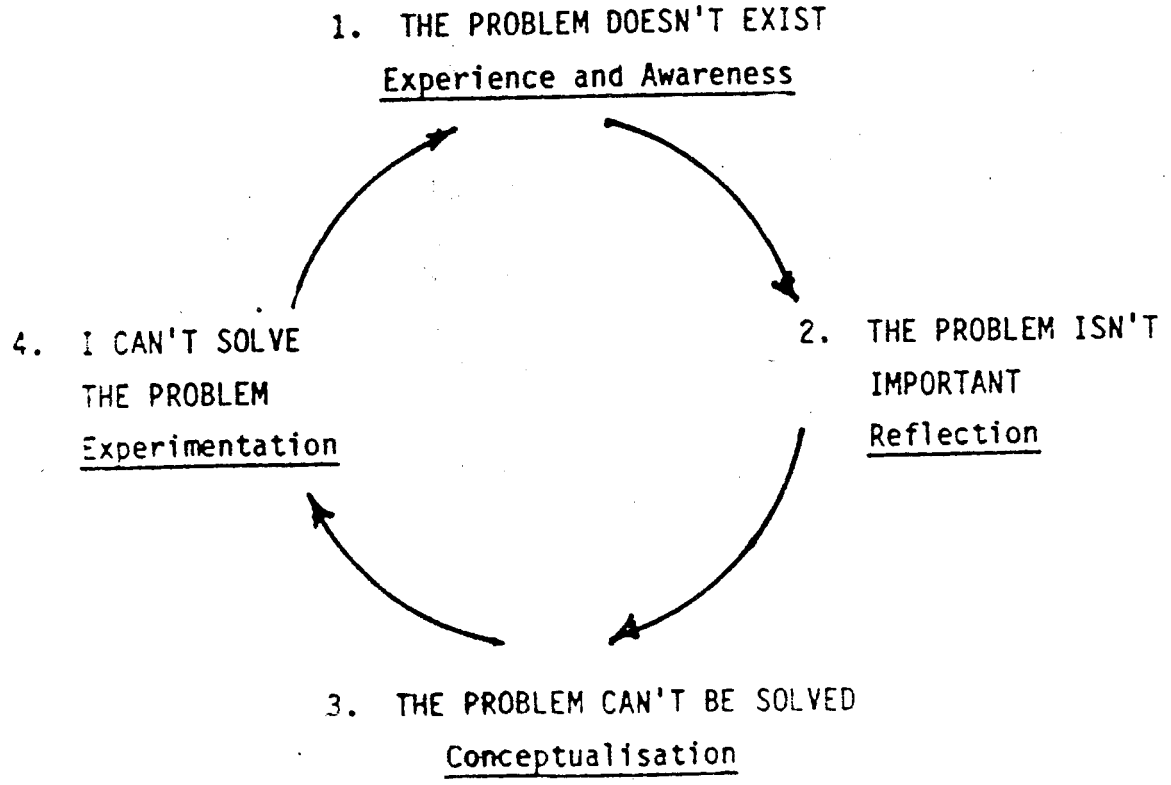


a) Teacher Z is aware of her problems with regard to motivating her students.

b) She finds it relatively easy to reflect on the many problems associated with poor motivation and to put them into neat conceptual frameworks

c) She nevertheless finds it difficult to pursue alternatives and to translate ideas into practice.

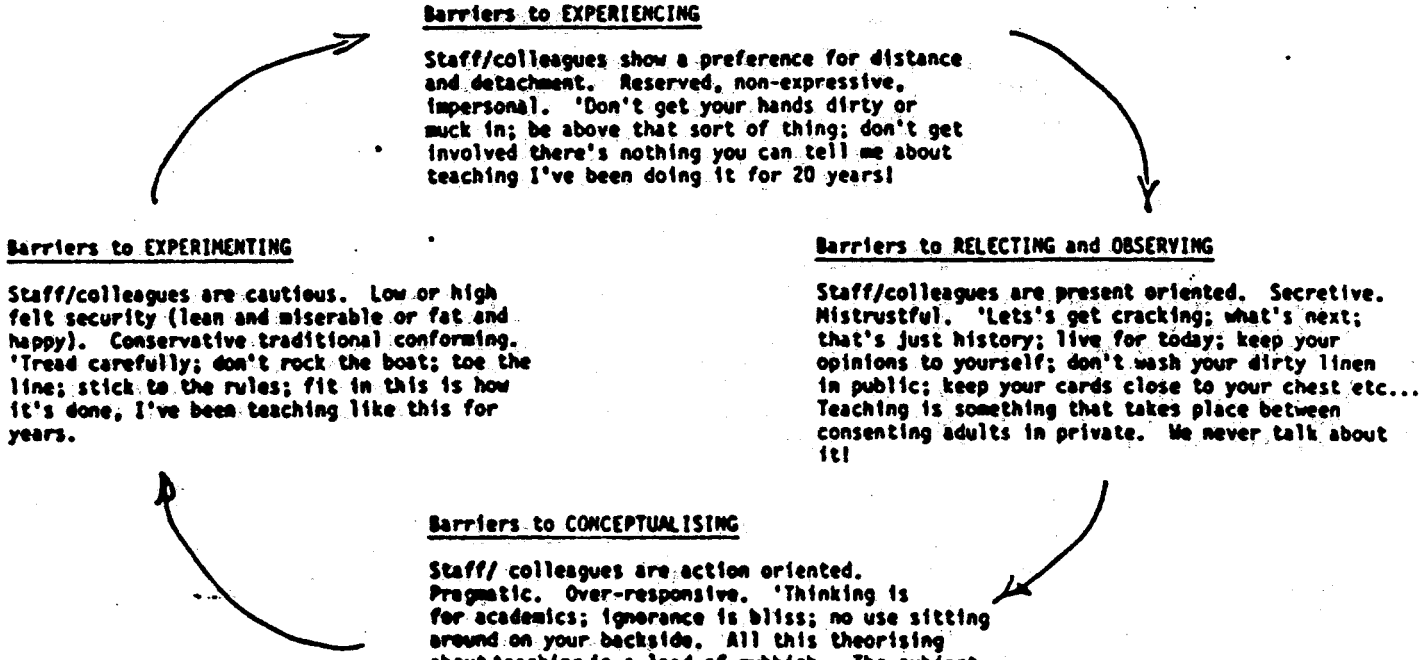
Individual barriers to learning from experience can therefore be summarised as follows



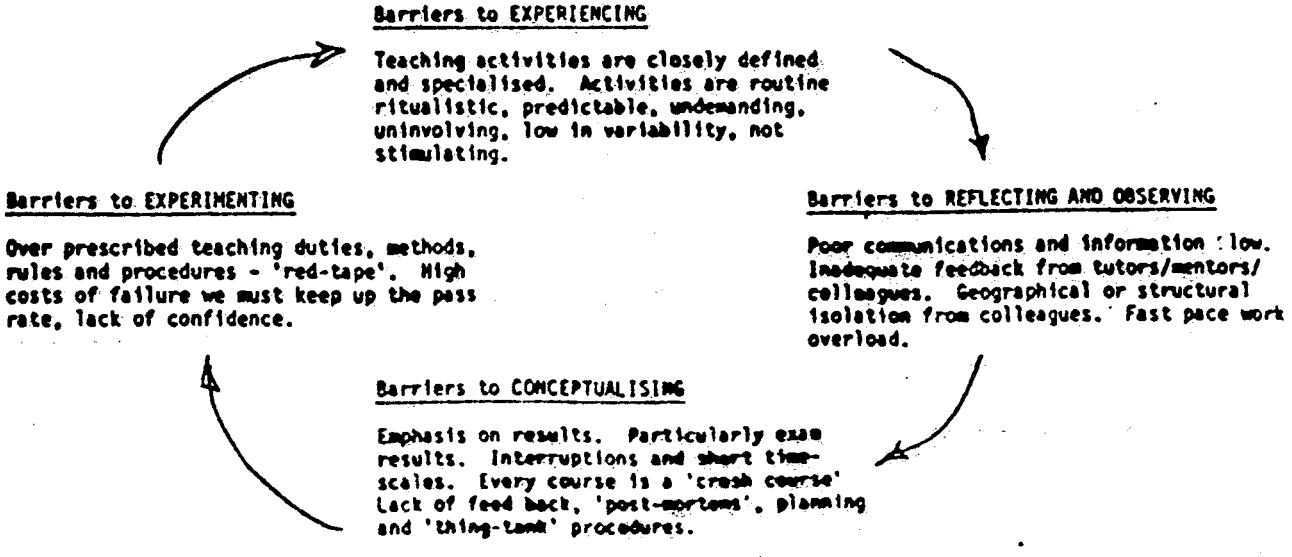
4. Institutional Learning Styles

Institutions, departments and courses can have their own learning styles which also present barriers to learning. Two examples, cultural and structural barriers are given:

BARRIERS TO LEARNING FROM EXPERIENCE (LEARNING BY DOING)
(EXAMPLE: LEARNING TO BECOME A BETTER TEACHER)
CULTURAL BARRIERS



BARRIERS TO LEARNING FROM EXPERIENCE (LEARNING BY DOING)
(EXAMPLE: LEARNING TO BECOME A BETTER TEACHER)
STRUCTURAL BARRIERS



5. Using Kolb's Cycle

The vast literature which has accrued over recent years on the subject of experiential learning indicates that the method is particularly appropriate in areas of professional and personal development. Courses for supervisors and managers lend themselves to an individualized experiential approach as do all learning situations in the caring professions where learners are expected to be able to appreciate (and be able to cope with) the feelings and behaviours of those around them.

Teaching staff in the EDU have tried using Kolb's model in teacher education. Mature students on placement attended college one evening a week and the teaching programme consisted of formal 'theoretical' elements which formed the basis from which individuals created their own action plans for experimentation. Facilitative strategies were devised for helping the student at each stage in the learning cycle ie.

1. Strategies for increasing attention to experience e.g. By identifying learning goals and needs.

2. Strategies for increasing awareness of the proceses of experience e.g. By sharing experiences.

3. Strategies for Making sense of experiences - e.g. By creating action plans and establishing learning contracts.

4. Strategies for experimenting and risk taking e.g. By creating a supportive 'climate' in which students could learn from their mistakes and make effective use of peer and self assessment.

This individual problem solving approach proved to be both stimulating and motivating and the strategies briefly described above form the basis of our EDU research project, which is being funded by the FEU.

R G FARMER
OCTOBER 1986.

ACTION PLAN

1. What I intend to try and do to improve upon my teaching (e.g. Use more praise and encouragement).

2. What effect will this change in behaviour have upon my students' learning (e.g. It will give them more confidence).

3. How I intend to carry out my ACTION PLAN (e.g. By planning learning activities and praising students where possible).

SECOND PHASE OF ACTION PLAN

1. What I tried to do to improve my teaching

2. What I expected might happen

3. What actually happened

4. What I intended to do next

TEACHING BY TASK GROUPS

B.A. SOCIOLOGY YEAR 1 METHODOLOGY COURSE

1. Context. The quantitative methods end of the methodologica spectrum is usually experienced by sociology students as fairl tedious and for a largely non numerate group, often rathe difficult, involving statistical analysis and computing. We ar always concerned to point out the limitations of quantitative an social survey research in particular in practical an philosophical terms but given its prevalence and use by socia scientists, believe that it is not to be avoided.

2. We have thus developed an approach to teaching this area whic focusses on activity and working in task groups. Students forr working groups of three and conduct a small scale social survey of other Poly students from beginning to end on some issue o their chosing. This involves problem formulation,
setting up hypotheses,
designing a questionnaire,
interviewing,
coding data,
inputing it on the computer,
statistical of analysis of data,
writing up a report.

3. Teaching takes the form of plenary sessions where we attempt to input the main considerations in terms of the above areas, and these sessions have a large interactive element, involving some exercises, buzz groups etc. An attempt is made to time these inputs to coincide with the state of studentss's progress while balancing the need to keep up the momentum of work. In addition we run small group tutorials with the topic groups and computing workshops. The report must be written up using the word processing facilities available

4. The project is assessed by both of us and we feed back comments via a group tutorial involving all members of the group. The project occupies the teaching in one whole term.

5. Problems

a. People work at different speeds, therefore it is difficult to time staff inputs to suit everybody

b. Timetabling presents problems for groups working out of classes and we have also been constrained by rooming inflexibilities etc.

c. While few groups seem to break down, this is difficult to monitor. Students are not very good at bringing up 'group' problems early on.

d. for some students the business of taking responsibility is too

much - they dont look at the noticeboard! etc

e. There is a lot of pressure on computing hardware

6. Advantages

a. Students get a feel of various technical considerations when the they are personally and practically involved

b. they have a stake in pursuing information

c. they get the chance to complete something creative from beginning to end and this is unusual

d. ther is more direct feedback on whether anything has been learned, they have to produce something original, it cant come from a book

e. it conveys a view of research as something that can be done by them, it gives them some confidence as well as a recognition of the pitfalls

f. it gives them an inside view of the research process, an imperfect, social as well as technical process

g.they see how much work must go in to a small piece of research

7. Disadvantages.

a. Very labour intensive, diffuse but drainiing teaching contact

b. studsents can spend a lot of time on activity which is not educationally beneficial, simulation excercises of various sorts might be more effective use of resources but extra resources are needed to set these up!

c.practical activity tends to swamp other learning processes like reading the relevant literature.

d. students in practice have made limited use of stats in their analysis but this is also related to the simple programmes that we have to date, better ones are to hand now

e. the topic they research must be limited and may be trivial and this may affect their commitment

f. the learning of individuals depends to a great extent on the cooperation of others and it is not easy to judge how an individual ina group has progressed

g. group processes can drain learning energy

8. Evaluation.
On balance the students have been positive about the exercise

while pointing out areas for operational improvement. There i some student satisfaction to be gained from completing a whol task from beginning to end. On the whole the students hav enjoyed working together in an area which is often perceived a threatening to individuals. the task has also helped to integrat the class as a whole and the buzz around the class at certai points is quite exciting.

On balance, in terms of our present resources it is just abou justifiable. Anyway we enjoy it and afterall we're the poo buggers who work in this place!

Mike Filby

DEPARTMENT OF SOCIOLOGY AND APPLIED SOCIAL STUDIES

WORKSHOP ON TEACHING AND LEARNING

SESSION ON MICROTEACHING -led by Colin Fishwick

1. AN INTRODUCTION TO MICROTEACHING

1.1 Origins

Microteaching originated in the 1960's, with the development of video and CCTV technology, in the field of Teacher Education, and that is how it got its name: teaching in mini groups and examining small pieces of teacher behaviour.

1.2 Definitions

Allen and Eve (1968) defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions." Writing in 1971 McAleese and Unwin said "Microteaching is a scaled down teaching encounter, scaled down in terms of class size, lesson length, and teaching complexity. There is, however, no one definition of microteaching, as it is a concept which may be applied to many situations and it is certainly a developing process."

1.3 Developments

Theoretical analysis and argument developed during the 1970's, principally around whether the giving of feedback provides information which the teacher can rationally process and relate to his/her existing ways of teaching or microteaching is akin to behaviour modification and skills training.
Research has gone on into such matters as the effectiveness of microteaching and the economics of microteaching.
More recently microteaching has got caught up in the fields of the uses of video and student centred learning, and what is now called 'self confrontation.'

2. MY ATTEMPTS AT USING MICROTEACHING

I have taken the concept of microteaching and used it not in teacher education but adapted it for use with social workers, health visitors and advice workers.
I began by using cards to evoke an immediate response and thus analysing that response in sessions looking at counselling skills.
Next, I introduced the video-camera into the classroom to record these micro-exchanges, and analyse them with students.
Subsequently, I moved into the studio, using two cameras and the split screen facility.

3. LESSONS FROM MY ATTEMPTS

This experience has emphasised for me:

- the importance of a good working relationship with the technicians
- the need to build the right atmosphere to enable students to engage in self-confrontation
- the balance between acknowleding anxiety and embarrassment and not overdoing the concern to the point of raising anxiety
- the need to involve all members of the group and to encourage helpfulness between peers
- the need to be sensitive but appropriately critical with feedback
- the merit in not setting up an 'ideal model' to begin with, but in starting where students are and incrementally building up desired models.

4. ROLES or PARTICIPANTS IN MICROTEACHING

4.1 The student

- studies skills, observes skills, practises skills, evaluates skills ane refines skills - in a cyclical process of self-confrontation.

4.2 The teacher

- acts as organiser, resource person, advisor, interpreter of feedback, assessor and general morale booster.

4.3 The peers

- give emotional support to the student, shift the focus from a teacher-taught dyad to a discussion group and prevent student being put into a dependent relationship with the teacher.

4.4 The technicians

- ensure smooth operation of the technical arrangements, enable the teacher to focus on the educational process and contribute to the facilitative atmosphere.

5. REFERENCES

McAleese R — 'Video Self-Confrontation as Microteaching in Staff Development and Teacher Training' in 'Video in Higher Education' ed by Zuber-Skerritt O. (1984) Kogan page.

Manchester Polytechnic — 'Microteaching: a time for reappraisal? Proceedings of a conference held on 3 February 1977'. Conference Papers No.3

McAleese R and Unwin D — 'A Selective Survey of Microteaching' Programmed Learning and Educational Technology Vol. 8 No.1 Jan. 1971.

TEACHING SOCIAL POLICY TO COMMUNITY NURSE STUDENTS: the development of a student centred approach.

The syllabus is a comprehensive one that has to be delivered in 26 weeks. In the early years of . . my association with the health visitor course it was taught fairly traditionally via the lecture and seminar method. Student feed-back was generally positive in the sense that they found the systematic way in which the programme was developed was helpful and they enjoyed the challenge of an area of work with which they had some familiarity but little systematic knowledge. They found the lectures detailed but well structured. In particular they found the opportunity of having to confront ideas and debate alternative policy strategies quite exciting. Feed-back from former students who had been in practice for a year or so was almost always positive and the subject remained relevant to them, and, if anything, more relevant. Indeed for some the appreciation of the subject came after they had returned to practice rather than while they were on the course.

However there were weaknesses in the way the course was delivered in those early years. The balance between theory and "usable" knowledge was not always appropriate and the balance between the study of the development of the services and the analysis of the current service provision was not always appropriate. Furthermore, there was the possibility that too much information was "given" to the students and not enough responsibility given to them to manage their own learning. Insufficient opportunity and encouragement was given to students to use and exchange their experience in the learning process.

The opportunity was taken when the District Nurse training course came into the Polytechnic in 1980 to bring together these students with the Health Visitor students for this subject, the objective being to achieve shared learning and exchange of information about each others role. To achieve this lectures were shared but, more particularly, the seminars were used in a more student centred way. Because the seminar groups were fairly large they needed to be used in a different way from that usually adopted for seminar teaching. Each seminar group was broken down into smaller, mixed professional task groups. There were generally three sub-groups. Each small group was given a separate task related to the theme of the day. Discussion or task work was student lead with the tutor being available for consultation. After a specific time each group reported back in a plenary session providing an opportunity for each group to benefit from the discussion or findings of the other groups.

Feed-back from the students was generally positive, though for some it was a challenge because the the normal expectation is that the tutor will take charge of the students learning, not only in the lecture setting but also in seminars. The main problems arose from the different fieldwork programmes of the two courses which meant that on occasions one group of students would

not be available,thus breaking the continuity of the education programme.

The next stage in the development of the methodology was to adopt an even more student centred approach to the education programme for students. It was now a very large group because the new Community Psychiatric Nursing course was also involved. For providing information to students I largely adopted resource based methods - hand-outs of various kinds and the use of video - instead of the lecture, though there were some mini lectures. Students were much more actively involved in the learning process through task work. The tasks were varied, though case studies featured quite significantly. Once the students had been familiarised with the approach the pattern of the programme was that I met with one third of the total group each week for a two hour period, with a coffee break mid-way through the study session. The purpose of this session is to highlight elements of the information in the hand-out or to watch a video or for a mini lecture to be presented and for the students' group learning tasks to be set. In the succeeding two weeks these tasks are undertaken and are followed by a feed-back session with the tutor. The term was thus broken into blocks of three weeks of study for each student. The student response to this methodology was very positive and some very effective work was done by them.

Nevertheless there were still three slightly unsatisfactory aspects that needed attention. Firstly, the hand-outs given out each session could sometimes seem daunting to students who really needed to have read them and thought about the material in advance. Secondly, some of the groups were unbalanced because a particular professional group predominated. I had not anticipated this problem and the need to organise balanced task groups. The third aspect that needed attention was the fact that the information giving sessions (mini-lecture, video etc.) were repeated three times which was rather wasteful of time.

The objective of my 1985/86 programme was therefor to consolidate the effective elements of the student focussed learning programme and to improve of those three areas that had not previously been entirely satisfactory.

- I organised the study materials for each block of four weeks into booklets, each with a set of self assessment questions to aid learning.

- I took responsibilty for organising the task groups. There were 104 students in all so I first broke them down into three groups of 35 (one was obviously 34!) because this was the size of group I could comfortably work with and get to know each student well. Each of these groups was further sub-divided into four task groups, so 8/9 to each group which is about the right size for the kind of tasks they were expected to undertake.

- Finally, to avoid repetition of information giving sessions

each study block began with a one hour plenary session for the total group. This generally took the form of an illustrated 'lead lecture'.

The course begins with two one hour orientation sessions. To assist students to understand the methodology, my role, my expectations of them and their own role in the learning process, I have prepared, and distribute in the first session, a handout that sets out clearly how we will together manage the learning process and this is reinforced with a verbal presentation in the first session. The second session is used for a largely tutor led overview of the subject using the theme "The Development of the Social Services".

From that point on the course is very student focussed. There are five study blocks of four weeks each and, apart from the lead session, the students work in their small task groups. Detail of each study task is given out at the end of each lead session together with the study booklet and self assessment questions. The students are timetabled for two hours on a Tuesday morning, one hour of which is spent in my prescence. During that hour I work with four task groups in the same room. At the outset I spend about five minutes with each group. After that my role is that of a resource person who can be called in by any of the groups, or an individual may consult me to clarify or confirm something. The first week of the task is usually taken up by clarifying what needs to be done, identifying information in the booklet relevant to the task and assigning activities for each member of the group in preparation for the following weeks session. As an example, one member may have to check out some sources in the library, another may have to contact a rent assessment officer to find out more about his/her role, another may attend a hearing of rent assessmant committee, and so on. All this is fed back in the following week and the group sets about preparing the basis for its report. I ask each group to appoint a different reporter for each study block because this methodology makes a small contribution to developing a skill professional workers need. The final week of each study block is spent on receiving a report back from each group. This is done verbally so that the other students in the wider group can share in the learning of each task group.

To summarize; each student has a timetable slot of two hours on a Tuesday morning, one hour of which is spent with me. In the other hour the task groups often continue their activity as a group. It is also an opportunity for individuals who have been assigned a particular task by the group to start to get on with that task. Students undoubtedly enjoyed the programme last year. They got through a tremendous amount of work. They had much more personal contact with me as a tutor than thay would have done using the conventional lecture/seminar methodology. The great success undoudtedly was the opportunity the methodology provided for professionals training for different roles in the community to learn together and continually have opportunities of exchanging information and develop an understanding of each others role.

Ian McArdle

HELPING ADULTS IN THE LEARNING PROCESS

1. Beliefs

   A) All adult students have a valuable contribution to make.

   B) Students must be involved in the learning process.

   C) The teacher/facilitator does not have to be in total control or have all the answers.

2. How can these beliefs be accommodated.

   A) Exploring the students learning style and sharing with the student their own particular cognitive learning style.

   B) Encouraging learners to contribute by being involved in or by running workshops.

   C) Negotiate with learners where possible, key learning objectives in specified areas.

3. Contracts

   A) Clear statement at the beginning of the course about shared contributions

   B) Freedom of the student to express satisfaction or disatisfaction in regard to content or delivery, shared responsibility for success of the course eg. if things are going wrong negotiate !!

4. Mode of delivery

   A) Lecture/Exposition is necessary and important.

   B) Where possible lecture/exposition should be followed by group analysis and discussion.

   C) Seminars discussion groups an essential aid to the learning/ consolidation process.

   D) Where possible handouts or clear reference to relevant reading matter prior to workshops.

   E) Volume of recommmend reading carefully monitored.

References

Tight M (Ed) 1983 "Adult learning and Education" Croom Helm London

Allman P, and Mackie K.J. (Ed) 1982 " Towards a developmental Theory of Andragogy". Department of Adult Education - University of Nottingham.

Kate O'Shea

Teaching without lectures

Why?

Over several years of teaching, I have developed in my practice as a teacher so that my method of lecturing bears little resemblance to my original approach to the lecture as a virtual uninterrupted monologue with a token 'any questions' at the end. Whilst on secondment during 1984-85, I became much more aware of the variety of methods available for use by teachers in higher education and the different models of learning which were expressed through the methods used. Literature about the theory and practice of learning encouraged me to consider greater use of methods which would support learning more as a process of inquiry or problem - solving and less as a form of conditioning. To bring my practice more in line with my theory it became necessary to supplant lecturing entirely with other methods of teaching.

How?

On returning from secondment I resolved to abandon lectures from the two courses that I taught, and substitute other methods. I made a course design for both in which a variety of methods would be used, taking account of the different topics. The approach that I adopted generally, was an interactive one in which small group teaching was dominant. Thus presentations were made which included short talks by me and audio and video recordings. I used one role play exercise which I had written, one game, self-study materials, private study and various small group exercises involving tasks and discussion with reports to plenary sessions.

With what outcomes?

I was unable to conduct systematic evaluation of my teaching strategy on the two courses so my conclusions are derived from partial questionnaires together with casual methods - such as comments and behaviour of students, comments of colleagues and performance of students indicated in coursework.

Overall, the outcome of the strategy was that on the sociology degree students were fairly dissatisfied with their experience, whilst on the social work course the students were fairly satisfied. There were variations within these two general reactions. Thus one experience of self-study materials was well liked by students on the sociology degree and less liked by the students on the social work course. Syndicate learning in the way I managed it, prompted very hostile reactions from the students on the sociology degree. Even so, the standard of work achieved by students on both courses was in keeping with previous years and with standards in their other courses.

With what future?

I conclude that the differential response of students on the two courses was significantly affected by the differences which exist between the courses in terms of three conspicuous factors: methods of assessment, the culture of the staff and the characteristics of the students. I further conclude that for some students on both courses the abrogation of lectures imposed a handicap on them either because of their style of learning or because of their perception of what the 'rules of the learning game' were. It is therefore my intention

to incorporate some lecturing in some way into my teaching. In deleting lecturing entirely I think that I probably breached a most important principle of education - the need for variety. I am also encouraged to lecture by recent research by Marton and others (1984) that suggests that good lecturing can promote deep learning. More pragmatically, the trends occurring within higher education and this Polytechnic make it increasingly difficult not to rely on lecturing to some extent.

Marton, F. et al 1984. The Experience of Learning. Scottish Academic Press.

George Smith

APPENDIX 29

City of Birmingham Polytechnic

Director RJW Hammond BA Secretary WS Gale DMA

Faculty of Social Sciences and Arts
Head of Faculty C Spector JP BSc DipEd

George

Department of English and Foreign Languages
Head of Department BS Fitzjohn TD BA FIL
Westbourne Road Edgbaston Birmingham B15 3TN
Telephone 021 454 6106

Our Reference

Your Reference

2nd May.

Apologies for not contacting you sooner. I have had two bouts of absence this term so haven't been in much and when I have, piles of work and missed classes to make up have kept me more than busy. However,

1. The dept. is having a ½ day, initially, to discuss critically our teaching methods, week after next. As I anticipated, they prefer this session, at least, to be internal and have asked me to bring any useful ideas from you to the meeting. So I will keep you in touch with what is happening there.

2. An account of the Computer course and its reception is in progress; sorry for the delay, but lectures

te. have to come first

Judith.

APPENDIX 30

FACULTY LEARNING CENTRE

G320

Introduction to the Learning Centre.

SEPTEMBER 1986

Birmingham Polytechnic

LEARNING CENTRE STAFF.

The Faculty Learning Centre is run by both the Library and Departmental Staff.

The staff consists of:—

FACULTY LEARNING PROJECT TUTOR	*NARINDER NAYAR.*
LIBRARY TUTOR LIBRARIAN	*JUDITH VERNON.*
SENIOR LIBRARY ASSISTANT	*BEVERLEY BLUNDEN.*
LIBRARY ASSISTANT	*JOHN McMULLAN.*
EDU LEARNING RESOURCE ASSISTANT	*STEVE RILEY.*

BINDING PROJECTS.

The Faculty Learning Centre has the facility to bind projects. If you do not understand how to operate the binding machine, the assistant at the *ENQUIRY DESK* will be only too pleased to help you.

If you are not from the Faculty of Business Studies and Law, you will have to supply your own covers and spines.

(Covers and spines are available from the student shop on the First Floor of 'B' Block).

BOOKS.

A small collection of Business, Finance, Management and Accounting books are available on a loan period of 2 weeks.

These are shelved in alphabetical order, by the author's surname.

Various information sources and handbooks are also available.

CASE STUDIES.

A collection of master & inspection copies of case studies from the Case Clearing House at the Cranfield Institute of Technology are kept for loan to *DEPARTMENTAL LECTURING STAFF* only.

These must be signed out, and returned to the Centre *as soon as possible* since there is usually only one copy of each case study in the files.

Master copies and Inspection copies cannot be borrowed by students.

Duplicate copies of the masters must be obtained by the lecturer concerned from the Reprographic Department in the Polytechnic.

The Centre will not send for them on a lecturer's behalf, but is willing to keep spare copies donated by lecturers, for future use.

However, master & inspection copies of case studies from the Case Clearing House can be ordered by the Library Assistant in the Centre.

Duplicate copies of case studies are kept on the shelves and may be taken away on a non—returnable basis by both staff and students.

COMPUTERS/EQUIPMENT.

The Faculty Learning Centre contain various pieces of useful equipment. These include:—

1. *APPLE LISA.*

   This microcomputer is only for the use of both Staff and Students if they are familiar with the system, though this can be demonstrated to anybody unfamiliar with the system. *NEVER SWITCH OFF THE POWER SUPPLY,* as this may damage the disc file.

2. *BBC 'B' MICROCOMPUTER.*

   This microcomputer may be used by both staff and students within the Centre. The BBC has a single sided, sided density, dual disc drive (5 1/4 inch disc) and a WORDWISE PLUS wordprocessor chip. If you do not fully understand how to operate the BBC, the assistant at the *ENQUIRY DESK* will be glad to help you if they can.

3. *OLIVETTI M24 Personal Computer.*

   This computer has a built in hard disc drive and a floppy disc drive. It may be used by both students and staff for Word Processing (WordStar) and Spread Sheet work (Lotus 1—2—3.) It is also IBM compatible, so you may use other IBM software.

4. *BINDING MACHINE.*

   (SEE 'BINDING PROJECTS').

5. *KROY LETTERING MACHINE.*

This machine produces lettering very much the same as LETRASET but the machine prints the letters in a straight line on a self—adhesive strip. At present the machine may only be used by members of staff.

6. *VIDEORECORDER & MONITOR.*

This machine is only for use within the Centre and may be used by both staff and students for previewing tapes.

EXAMINATION PAPERS.

The Faculty Learning Centre keeps three copies of all the following ACCA and ICMA examination papers.

ACCA.

LEVEL 1.

1.1 Accounting.

1.2 Costing.

1.3 Economics.

1.4 Law.

1.5 Numerical Analysis and Data Processing.

LEVEL 2.

2.1 Auditing.

2.2 Company Law.

2.3 Taxation.

2.4 Management Accounting.

2.5(A) Executorship & Trust Law & Accounts.

2.5(B) Organisation & Management.

2.5(C) Managerial Economics.

2.5(D) Public Sector Accounting.

2.6 Quantitative Analysis.

2.7 Systems Analysis & Design.

2.8 The Regulatory Framework of Accounting.

2.9 Advanced Accounting Practice.

LEVEL 3.

3.1 Advanced Financial Accounting.

3.2 Financial Management.

3.3 Taxation & Tax Management.

3.4 Auditing and Investigations.

ICMA

FOUNDATION STAGE A.

1 FA1 Financial Accounting 1.

2 CA1 Cost Accounting 1.

3 Econ Economics.

FOUNDATION STAGE B.

4 MS Mathematics and Statistics.

5 BL Business Law.

6 OP Organisation of Production.

PROFESSIONAL STAGE 1.

7 FA2 Financial Accounting 2.

8 EA Economic Analysis.

9 QT Quantitative Analysis.

10 CA2 Cost Accounting 2.

PROFESSIONAL STAGE 2.

11 CLT Company Law and Taxation.

12 OMM Organisation and Marketing Management.

13 FA3 Financial Accounting 3.

14 MISDP Management Information Systems and Data Processing.

PROFESSIONAL STAGE 3.

15 MA1 Management Accounting 1.

16 MA2 Management Accounting 2.

17 FM Financial Management.

18 CPC Corporate Planning and Control.

FILMS/VIDEOS.

The Centre holds a number of both 16mm films and VHS videotapes.

Members of *STAFF* may book both the films and the videotapes up to ONE MONTH in advance for use in lectures.

STUDENTS may not use the films, and are welcome to use the videotapes on the videoplayback machine in the Centre.

VIDEOTAPES MAY NOT UNDER ANY CIRCUMSTANCES BE TAKEN HOME.

An index to both the films and videotapes held in the Centre is available (stored on the BBC micro in the introductory program).

FINANCIAL TIMES SURVEYS.

A collection of Financial Times Surveys is held, dating from June 1981, which is regularly updated with new surveys.

There is an index, both alphabetical and chronological, which has been produced by the Centre's staff to help you find the survey you require.

F.T. Surveys may be taken out on loan.

JOURNALS.

The Centre holds a variety of journals for both staff and student use. Journals may be taken out on loan. An index is available (stored on the BBC micro in the introductory program) of all the journals taken.

LOAN PERIODS.

In the Centre most of the materials may be borrowed for TWO WEEKS at a time, but there are some notable exceptions:—

1. *EXAMINATION PAPERS* There are three copies of each ACCA and ICMA exam paper, including back copies. The loan periods are:—

   1 DAY STUDENT LOAN.
   1 DAY STAFF LOAN.
   REFERENCE ONLY.

2. *QUESTIONS AND ANSWERS.* The 'Questions and Answers' papers are for STAFF USE ONLY and may not be borrowed by students.
   There are two copies of each paper of which one is for REFERENCE ONLY and the other is for ONE WEEK STAFF LOAN.

3. *FILMS/VIDEOTAPES.* The collection of films may only be borrowed by members of STAFF. They are available for ONE DAY LOAN and must be booked in advance at the enquiry desk.
   Videotapes may be used by both staff and students. However, only STAFF may take the tapes away from the Centre, and then only for use within classrooms. Videotapes are for ONE DAY STAFF LOAN also.

OPEN LEARNING MATERIALS.

The Centre contains various Open Learning booklets and materials. A full index to these is available in the Centre (stored on the BBC micro in the introductory program). The more notable packages are listed below.

HENLEY OPEN LEARNING MATERIALS.

'Accounting for Managers.' Containing: 1 videotape, 2 audiotapes, 1 datapack and 1 binder of assorted information.

'The Effective Manager.' Containing: 2 videotapes, 4 audiotapes, 1 datapack, 6 booklets, 1 card pack and 1 binder of assorted information.

We are hoping to obtain the rest of this series in the near future.

OPENING HOURS.

MONDAY and TUESDAY
10:00 — 1:00 & 5:00 — 8:00

WEDNESDAY to FRIDAY
10:00 — 1:00

STUDENT PROJECTS.

The student projects of the following courses are held in the Learning Centre:

BA Accountancy.
BA Business Studies.
Diploma in Management Studies.
HNC Business Studies.
HND Business Studies.

The Centre retains the projects for 3 years before they are discarded.

If you would like any further information, please ask at the Centre's enquiry desk.

APPENDIX 31

Memo : All academic members of staff

From : A.J. Kelly (F.L.C.) 9th June 1986

RE : USE OF AUDIO, VISUAL AND VIDEO EQUIPMENT ON SITE

Could I draw your attention to the need to adhere to the booking procedures which have been in operation for two years. Staff are ignoring these procedures especially for evening sessions. Recent instances of the consequences of this type of action :-

1. A member of staff removed from a locked store colour monitor and video unit without booking it. It was moved in contravention of a number of health and safety regulations and could have resulted in serious consequences to that member of staff if an accident had occured whilst moving the trolley. It was not returned and next day when the technicians went to meet a formal booking they spent over half an hour searching for it believing that it had been stolen. By then it was too late to get the trolley to the lecturer concerned and thus their lecture had to be ammended.

2. At the beginning of term, every lecture room (for groups of 15 or more) had an OHP machine in it. For a variety of reasons staff choose to move them to alternative locations which results in frantic calls to the technicians for replacements. A recent survey found in one room three OHP machines all in working order - relocation of the machines took up technician time.

3. A tripod screen was removed from one classroom to another despite that classroom having a wall mounted screen. Some time after that session the tripod screen fabric was torn in half - we are now one portable screen less.

4. A member of staff insisted on having a particular unit for a session in a room difficult to get trolley access to, wrongly connected it together and blew an internal fuse on the machine. The action was meant to help the technicians but in fact it caused a lot of extra work.

Thus through not following the booking system for equipment (however bureaucratic) the effectiveness of some teaching has suffered. I have to deploy our equipment in accordance with our knowledge of teaching rooms and health and safety regulations.

PLEASE HELP US HELP YOU.

The booking procedures are to optimise the use of equipment in enhancing teaching and learning on site.

APPENDIX 32

OPEN LEARNING AND ITS APPLICATION WITHIN FETT

PREAMBLE

At the behest of Faculty Board I set about the task of establishing a list of Open Learning modules that are employed in courses offered by FETT. In the brief given me there appeared to be a divergence of Faculty interpretation of what Open Learning is and how it is generally defined.
Thus I went to the original paper circulated from Development Committee to establish a working definition on Open Learning.

Open Learning as defined in the paper 'Open Learning and the Polytechnic's Principal Academic Strategies.'

2. Forms of Open Learning

2.1 Open Learning is both an emotive and elusive concept to which a range of meanings can be and are attached. The plethora of definitions confuse rather than clarify the issue by focussing on specific dimensions and levels of open learning all of which apply but are not necessarily essential features of an open learning system.

2.2 This paper defines open learning as flexible learning opportunities designed to reduce or overcome barriers to access. This definition encompasses a range of different types of learning system which can be grouped into three main categories:

* college-based systems - arrangements in which students attend college but are able to study at a time and pace of their own choosing. Examples include 'learning by appointment' and 'learning on demand' where the college provides a range of learning materials, workshop, laboratory and study facilities and access to a tutor.

* local 'distance' systems - students live within easy travelling distance of the college but choose to learn by supported self-study. Many of these students are precluded from attending the local college on a regular basis because of work or family commitments. The programme is based on a learning package (mostly 'brought-in') which may incorporate audio, video or computer software. The college provides guidance, counselling, a mark and feedback service on assignments, tutorials and access to the library and other college facilities.

* employer-based systems - study/training facilities provided at the student's place of work. The employer and college may collaborate to develop suitable course programmes based on 'brought in' materials which can be adapted to meet specific needs. The college's role in delivery will be negotiated and could range from advising company based 'trainers' to intensive counselling and tutoring.

Results: The outcome of circulating all Faculty staff members and interviewing a number of course/unit leaders, has identified the following points:

A: General Features

1. Most staff do not know what Open Learning is.

2. Many staff equate practical/school based work with Open Learning.
3. Many staff are unaware of what Open Learning material exists within their own subject area.
4. There is a need for a staff development programme to encourage staff to investigate Open Learning in their own subject areas.

B: Specific Open Learning Modules

DCG -

Psychometrics (6 hours)
Employment Law (20 hours)
Interviewing Techniques (40 hours)
Work Experience Project (40 hours)

BEd (IT) -

Environmental Studies Coastal Study (10)
Continental Drift (6)
Internal Structure of the earth (6)
Science Topic

Behaviour and Control (Moral development) (6 hours)

PRIMARY OTTO COURSE -

operates in an Open Learning mode throughout (30 hours)

CERTIFICATE IN EDUCATIONAL MANAGEMENT (PRIMARY) -

school based research items (30 hours)

CONCLUSION

Due to staff perceptions about the inherent practical nature of developing a professionally oriented course, the inclusion of Open Learning methods into existing courses are seen to be impracticable.
Confusion over whether practical school based work is open learning or not, means that staff assume that they are employing these methods when in fact none are in use.

If the Faculty is to develop its expertise in use of and development of Open Learning materials, serious consideration of a staff development programme must be undertaken. There are a core (less than half a dozen) tutors already involved in Open Learning who could act as seed crystals.

Visits to places where it is already established should be encouraged. These include:

1. Other faculties within the Polytechnic especially Dept. of Mechanical and Production Engineering and Health Sciences.

2. Birmingham Open Learning Development Unit (BOLDU) to find out how and what is available.

3. Garretts Green Technical College - which is moving towards an Open Learning system of organisation.

4. Manchester Open Learning Unit

5. Dundee College of Education

6. Jordan Hill College of Education

7. Large industrial companies - BL, British Telecom, etc .

Visits by speakers to run seminars, particularly the BOLDU Road Show.

Attend training courses especially that run by BOLDU - one day per week for twenty weeks. The Heads of Department have been informed of the next course.

Finally an evaluation should be made by each Course Director of the course they are responsible for to establish:

(a) which elements/sections of it are suitable for use in an Open Learning mode.

(b) staff attitudes towards Open Learning since people not committed to the idea will sabotage its success.

A J KELLY

APPENDIX 33

To Mr. A. Kelly

Our ref DEH/AKA
Your ref
From Mr. D. E. Hellawell
Centre Dean, FETT
Telephone 454 5106
Extension 19
Date 15th July, 1986

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

OPEN LEARNING IN FETT

At the meeting of the Faculty Board Resources and Planning Committee held on Monday, 14th July, 1986, your paper on open learning was discussed.

The Committee was very grateful to you for the paper and for all the work you have done to stimulate the development of open learning within the Faculty. It was, however, clear from your paper that the early initiatives in this area have, in some cases, not taken off as well as one might have hoped. The Committee felt that it was time to take new initiatives in this area.

As it has now been agreed that Mr. Cherrington should head up the Polytechnic Open Learning Unit and that Mr. N. McEwen should spend half his time working for this Unit the Committee felt that it would be appropriate to ask you and these two individuals to form a team which would attempt to forge close links between Polytechnic initiatives and developments within the Faculty. Clearly, Mr. Cherrington and Mr. McEwen will be focussing on open learning primarily from the Polytechnic perspective rather than from the Faculty perspective but I would hope that your liaison role with them would help to ensure that any developments in this field at the Polytechnic level which could have benefits for the Faculty would be carefully considered. The Committee particularly felt that it would be very helpful if members of the Faculty staff could see positive incentives for them and their courses in producing open learning "packages". Perhaps this ought to be a particular responsibility of Mr. Cherrington.

The Committee would hope that you would produce periodic updating reports on developments in this area, which could be discussed at future meetings of the Resources and Planning Committee.

David E. Hellawell

D. E. Hellawell
Dean

cc Mr. D. Cherrington
Mr. N. McEwen
Mrs E. Jenkins ✓

APPENDIX 34

PROMOTION AND GOOD TEACHING

1. The problem.

1.1 I believe that a problem exists in the present system of promotion in that there is no explicit mechanism by which good teaching can be recognised and taken into account when promotions are considered. Although formally it is Polytechnic policy that good teaching is considered along with administrative and research achievments (PAM NO I80), it is difficult to see how that is actually secured at present. This is the case, I suggest, because teaching is traditionally a very private activity about which little tends to be known in any systematic way, other than by staff and student gossip. In contrast, research and administrative excellence are much more visible and easier to demonstrate through publications and course management activity.

1.2 The lack of recognition which is accorded to good teaching is expressed by the Departmental Staff Development Record which is updated annually. In part 2 of the Record, space is only allowed for a brief description of teaching responsibilities and syllabuses. In contrast, much more space is given to research and consultancy.

1.3 As a result of this disregard, I believe that there is less incentive to improve teaching than to pursue administrative and research excellence. This problem is not peculiar to Birmingham Polytechnic but is germane to higher education generally. Thus respected education developers have recognised its existence. For example Gibbs (1983), "Reward mechanisms in higher education, are so completely orientated towards the fostering of research and administration ....." and Goodlad (1984) "At present no one in their right mind puts more time and effort into course development than is required by the exigencies of daily work".

2. The need for change

2.1 The need to take account of teaching competence has been recognised by higher education in North America and Australia where attempts have been made to devise means for the evaluation of good teaching and its reward through promotion. In this country I know that both Imperial College and the Institute of Education at the University of London have been examining how good teaching can be assessed and rewarded through promotion. Oxford Polytechnic has perhaps gone furthest by introducing a system of teaching profiles which are used for promotion purposes. Wider developments suggest a public mood keen to recognise and reward good teaching.

2.2 The Polytechnic's strategy for future development and the Faculty's Development Plan both stress changes in teaching and learning methods which will involve changes in the attitudes skills and knowledge of staff. I believe that the success of the

strategy will depend at least partly on important changes in the behaviour of staff and that such changes may not be easily brought about. An incentive to adapt, change and improve teaching could be given through greater recognition of good teaching in the process for deciding promotions.

3. Proposed Solution.

3.1 The problem of a lack of recognition and reward for good teaching is not an easy one to solve for it involves ultimately judgement of a complex matter involving many factors. Thus course design, evaluation methods, selection of appropriate teaching methods, creativity and innovation, as well as interpersonal skills are just some of the factors which might be relevant. Nevertheless, it seems appropriate to suggest that some kind of acceptable written evidence about teaching performance be a requirement for consideration by the Faculty's promotion panel. The details of such acceptable evidence need of course to be worked out, if the principle is accepted and need not breach the Polytechnic's disavowal of a checklist approach. There seems to be a case for the Faculty Board to review the issue of good teaching and promotion with a view to making some change in procedure and process. Such a review might best be undertaken by the Research, Staff Development and Learning Resources Committee of the Faculty.

4. Conclusion.

4.1 A review by the Faculty, is desirable to decide what changes are required in the procedure for promotion, so that teaching excellence is more explicitly considered along with research and administrative capabilities.

5. Recommendation.

5.1 That the Faculty Board request its Research, Staff Development and Learning Resources Committee to review the issue of promotion and good teaching and to report back with recommendations.

References.

Gibbs, G. (1983) Rewarding Excellent Teachers SCEDSIP

Goodlad,S. (1984) Paper B to the Educational Technology Committee of Imperial College of Science and Technology.

George Smith
October 1985

APPENDIX 35

City of Birmingham Polytechnic

to Ian McArdle

Memorandum

from George Smith

site

our reference

tel no

your reference

date 7/11/85.

Promotion and Good Teaching

as a result of our discussion on Tuesday, began to re-draft my paper. I found that had to abandon the re-draft for in ending the paper to wider issues for cussion by the research, staff development d learning resources committee, I began to that I was compromising my perception the role of faculty learning projects tutor.

In my conception of the role, I have been ded by the theory and practice of ricational change implied by such dies as Berg and Ostergren (1979) and Mann 85). In pursuing that role, I am largely tempting to gain the interest support and operation of staff through informal means. ital to the role, is the ability to facilitate nge in people, which is why I am tending a 5 day workshop at Surrey iversity in January, to enhance my

ris as a facilitator.

So far I have made contact with
me staff in all departments of the faculty
d I am planning to build on that.

Thus I shall be arranging a 'training'
ssion for Govt/Economics staff (with EDU)
nd I intend to secure some similar
ervice by staff in other departments by
hatever form seems appropriate.

I shall convene further meetings
the users group of the Learning Centre to
ake it responsive to staff. I have arranged
make news to speak about open
earning to all faculty staff on 4 December
lunchtime.

I shall initiate a Faculty newsletter
teaching/learning issues to report
th parochial news and news from
utside the faculty. I see it as a
months.

I am also ready to encourage
he up of the learning projects support
ome wherever there is interest.

I do not feel complacent about the

gress made in teaching / learning
velopments in the faculty and I am
rately aware that there is and will
ntinue to be strong resistance from some
ple to change. That is a problem which
ll not go away but I firmly believe
I become explicitly associated with
ocesses or initiatives which place new
mands or require compliance by staff
change, then my other informal
deavours will be seriously jeopardised.
wertheless I would like to work with
u in promoting change throughout the
culty and would be pleased to discuss
s issue with you further.

As far as my paper is concerned, I
bmit it with the expectation that it
ers a small but valuable contribution to
ange, if it is taken up. It seemed
cessary to use the formal processes for
is particular change. Even if promotions
e to be fewer, I do not see it as having
y negative effects.

vised you let me know if you strongly
bject to it proceeding?

erg, b and Ostergren B. (1979) Innovation Processes in
gher Education, Studies in Higher Education,
+ (2)

ram, A. (1985). Educational Staff
evelopment Croom Helm.

APPENDIX 36

City of Birmingham Polytechnic

Memorandum

to Heads of Faculty
School of Music

c.c Mr D Hellawell
Dr W K Allan
Mr R Farmer
Mr J Bullock
Mr D Jones
Ms J Utting-Williams

our reference

your reference

from Mr D E Burns

site Perry Barr

tel. no. 206

date 30 January 1985

Establishment of Faculty Learning Tutors

Please refer to my memo of 3 April 1984, concerning the Polytechnic's strategy for the enhancement of educational development services. This strategy provides for 7 additional half full-time academic posts to work with the EDU in developing Faculty Learning Centres.

To promote such Centres, it has now been agreed that where the Faculty has designated, or will designate, a Faculty Learning Tutor, that he or she will be classified as working half full-time in the EDU and half full-time in the Faculty/Department. In this way half the post of the person concerned will be taken from the establishment /strength of the Department concerned and placed on the strength of the EDU.

At the present time, such an arrangement has been agreed for FETT and I would propose that we now extend the arrangement to each of the other 5 faculties and the School of Music. Would you please inform me when you designate a Faculty Tutor. You may wish to involve Mr Farmer in the process of designation.

D E Burns

D E Burns - Assistant Director
Research and Staff Development

APPENDIX 37

Educational Development & Video-making Evaluation and Proposals for the Built Environment Learning Service.

PART I - INTRODUCTION

1.1 To round-off two years as Head of the Faculty's Built Environment Learning Service (BELS for short) I aim to evaluate the results of BELS innovations and services. This paper is the first stage of that evaluation; second IS to be made in June 1987; proposals made here are for action March - June 1987, the fuller evaluation of BELS will be made in June.

1.2 This paper reviews the Built Environment Learning Service in two important areas where BELS aims are not being acheived,
- the use of videos in learning,
- and educational development.

A poor return is resulting from the capital and staff time invested in them.

For the former a longer paper ' Video-making and use in the Built Envi onmen is summarised herewith in Part III; Part II of theis paper deals with educational development.

PART II - BELS & EDUCATIONAL DEVELOPMENT

2.1 The appointment of a half-time Faculty post as Head of Learning Services, the setting up of the Built Environment Learning Centre in room E1 the appointment of a full-time Learning Resource Assistant by the EDU were intended to acheive
- a transfer of a significant proportion of Faculty teaching to student-centred learning, including reducing the amount of conventional lectures.
- an improvement in the 'efficiency' of student / staff ratios
- an improvement in the range & appropriateness of educational methods
- the introduction, through the EDU's Learning Support Scheme, of learning packs and innovations in teaching and learning methods.

2.2 BELS acheivement of these aspirations has been poor.
- only the Planning Department has used the resources of the Learning Supp Scheme
- little lecturing has been transferred to student centred methods thro' BE action (One example is support to computer based Economics materials in Dept Planning)
- few innovations in teaching methods have resulted.
- Lecturers make little use of the publishers, educational methods and oth material available to them in the Staff area of E125.

2.3 The REASONS for these include -
- UNDER-STAFFING of Faculty teaching posts (currently 9 under) means lecturers had little time for luxuries like innovation in teaching metho so BELS is clearly at the margins of their attention.
- lack of contact between Head of BELS and Course Directors, or Boards of Study, & therefore less awareness of needs and services available
- VT funding intended to compensate Faculty for understaffing not invested in student centred learning, or efficient "ed meths"

- lack of training of Head of BELS in "Ed Meths" (Educational Methods.)
- lack of time allowances to staff for educational development, preparing or revising teaching packs, - few remissions on staff timetables for preparation of new teaching; little formal recognition of this issue.
- concentration of BELS efforts on setting up, fitting out, running and administering the E125 Learning Centre, has diverted efforts from ed meths (eg to handle finance paperwork for over £30,000 of spending)
- insufficient publicity from BELS
- separation of Dept Construction in B Block, away from E block Learning Centre.

PROPOSALS - ALTERNATIVES

3.1 Intensify efforts to promote the Learning Support scheme

- publicise and discuss Learning Support Scheme with Course Directors March 1987, to seed some applications for 1987/8 funding from EDU.
- discuss with Course Directors educational innovations or needs possible in new or revised courses,

3.2 Identify staff with the need to prepare learning materials etc and allocate them time remissions on their timetables, identify the day and times of remissions and co-ordinate help through BELS and EDU.
Direct some Departmental or Faculty VT money at replacing some teaching using visiting teachers.

3.3 Transfer efforts to 'Remedial' services for students needing additional help with
- English, e.g. as a second language
- study skills.
Departments could identify students in need of help, BELS would require a Faculty slice of VT money (say £500 - £750) and BELS would buy in the expertise to run the classes. Five afternoons for two groups of 12 students would use about £500.

3.4 Run educational methods classes for staff
- reviewing cost-efficient methods
- reviewing teaching problem areas and solutions.

3.5 Liase with Boards of Studies, student Reps and Course Tutors, to identify problems and solutions in teaching and learning methods

4 PROPOSALS - RECOMMMENDATIONS

4.1 RESOURCES DO NOT ALLOW 3.1 TO 3.5 TO ALL BE TRIED.

4.2 3.1 AND 3.2 ARE COMPATIBLE, 3.2 could be done in April after 3.1
3.5 IS COMPATIBLE AND COULD BE DONE IN MARCH AND MAY, BY ASKING BOS TO REVIEW THIS PAPER

4.3 EXECUTIVE GROUP AND FACULTY SHOULD ESTABLISH THE PRIORITIES FROM THE ABOVE .

PART III - VIDEO-MAKING AND USE IN THE FACULTY OF THE BUILT ENVIRONMENT

This is a summary of a longer paper with the same title.

5.1 The Faculty deals in visual subject matter some of which is easily made accessible for teaching and learning by video recording.

5.2 Pre-recorded videos can be expensive (£1150 for the Architecture at the Crossroads series), off-air recording cannot be officially authorised by the Polytechnic.

5.3 A library of simply-made video materials could be used in teaching and learning in the following ways -
(indexing and summaries of tape contents would be vital.)

In classes as -
- the equivalent of lecturer's slides
- replacement for lectures; good production and commentary are essential
- an information discussion source for seminars or workshops

In students studies as
- a specialist source for elective or option studies (eg conservation areas)
- as a source for further videos by editing
- as a vehicle for student analysis, eg comment on or record a commentary onto a tape showing building repair and maintenance problems
- a record of the sights and talks on a field trip

Publicity and promotion purposes, eg at open or interview days

5.4 Subject matter could include
- student exhibitions, models, simulation exercises
- visiting lectures, conferences, even ordinary lectures (ugh !)
- on-site recordings of buildings, planting, landscapes, open-cast mining,
- building construction details, weathering, individual plants etc
- before during and after sequences or buildings and major projects
- daily or seasonal changes - lighting plant growth etc

5.5 Video production methods need to be simple but careful - TV documentary standards cannot be expected - we do not have the skills or the time.

5.6 RECOMMENDATIONS

5.61 The full Video Paper to be circulated to course tutors and Boards of Study

5.62 Departments and course tutors be asked to identify subjects for trial videos during April and May , say 2 per Department.
Head of BELS to assist with filming.

5.63 Department to indentify one technician and two academic staff wishing to produce videos and send same to one or two short training sessions. in March 1987.

5.64 Head of BELS to arrange hire of portable cam-corder if one of subjects required is to record material during a field trip.

5.65 Video use above to be evaluated for a report on future use in June. which will also assess equiptment and staffing implications.

APPENDIX 38

City of Birmingham Polytechnic

Memorandum

to Dennis Carr

from George Smith

site

our reference

tel no

your reference

date 16 7. 86

Faculty Learning Centre

because Adrian Flower the technician is having his holidays between 6 and 24 pr and Andrew Heggy is very doubtful being able to arrange substitution, it is likely that the Centre will have to be osed most or nearly all of that period. am trying to think of ways to keep it en and avoid stop frustration. Is there ny possibility that Health Science Technician uld help out with this problem? Any ther suggestions welcome.

I circulated your memo - and received enclosed reply Dennis

APPENDIX 39

To Dennis Carr

Our ref
Your ref
From Chris Poyner
Centre
Telephone
Extension
Date July 29th.

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

Re Faculty learning Centre (memo from George Smith attached)

Health Sciences Technicians may not work outside the Department without instruction from the Head of Department. I would therefore suggest that George Smith's memo is forwarded to Dr Kitchen.

The group of technicians for whom I am responsible will not be able to offer any help for the period Sept 6-24th. During the first week, ~~Margaret, Jean and Hayley are on holiday~~ (week beginning Sept 1st) enrolment week. and the week beginning Sept 15th is the first week of Term.

May I add ~~that~~ Adrian is seconded to the Faculty from the EDU so this is very much their problem!

Chris.

APPENDIX 40

To: ALL STAFF

From: Dr D M Green HoD, Government and Economics
Dr J M Hitchen HoD, Dept of Health Sciences
Mr J C Squires HoD, English and Communication Studies
Mr P Waddington HoD, Sociology and Applied Soc.Studies

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

Date: 2nd December 1986

FUTURE OF FACULTY OF HEALTH AND SOCIAL SCIENCES

The Director has expressed some scepticism to Heads of Department in this Faculty about the appropriateness of the grouping of the present departments within a single Faculty of Health and Social Sciences. He drew particular attention to:- lack of academic coherence; breadth of work; associated diversity of resourcing needs/ levels, which constrain academic planning and prioritisation of development, particularly in the context of NAB contractions of student numbers and resources in key areas of the Faculty's Programme.

At the same time he has expressed confidence in the appropriateness of the groupings within the departments themselves. Since the Dean of Faculty is due to retire at the end of March 1987, the Director believes that this might be a suitable time to consider alternative faculty structures. This does not preclude a reaffirmation of the present structure of the Faculty.

Among alternative structures suggested are the following:

1. the formation of a smaller Faculty of Health and Social Sciences including the Departments of Health Sciences and Sociology and Applied Social Studies.

2. the transfer of the Department of Government and Economics into the Faculty of Business Studies and Law;

3. the creation of a new Faculty of Management Education, with the present Department of Government and Economics at its core;

4. the transfer of the Department of English and Communication Studies into either the Faculty of Computing and Information Studies or the Faculty of Education, or its establishment as a free-standing extra-Faculty unit.

The Director is also considering the possibility of adopting a collegiate structure for the Polytechnic. If such a structure were adopted, a further alternative might consist of the amalgamation of the present Faculty with Business Studies and Law to create a College along the lines of the old College of Commerce.

The Heads of Department and the Director consider it important that staff should have the opportunity to discuss these proposals at an early stage and that any dialogue with the Director should concern the whole Faculty not just Heads of Department. It is equally important that these issues are debated and responded to quickly, since a protracted debate would be unsettling to procedures and injurious to academic planning.

The Director is willing to discuss restructuring issues with Faculty staff and individual departments.

APPENDIX 41

FACULTY OF BUSINESS STUDIES AND LAW

FACULTY LEARNING CENTRE

Report of the Learning Projects Tutor to Faculty Board for the Academic Year 1985/86.

This report covers the following areas:

(i) The context of the Learning Centre.

(ii) The nature of the F.L.P.T.'s post.

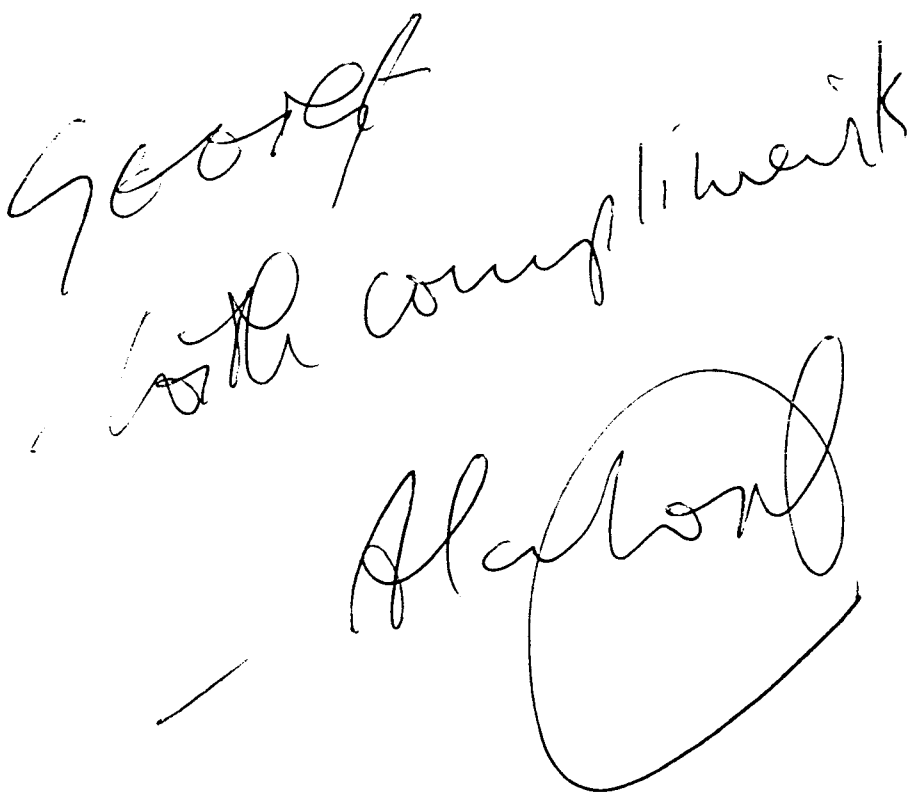
(iii) The management framework.

(iv) Resources and staffing.

(v) Agendas and Activities.

(vi) Relationships with the Educational Development Unit and Library.

I have been left very much on my own as Learning Projects Tutor in the last year. Therefore this report is a personal statement.



1. The Context of the Faculty Learning Centre

1.1 'The Polytechnic of the Future' and the methodological arm of this strategy.

Faculty Learning Centres were established to assist Faculties in taking responsibility, with assistance from the Central EDU, for changing instructional methods from teacher and institution-centred to learner-centred.

I have been associated with three such learner-centred programmes, the TUC shop steward training programme, the Open University and Henley Open Management Education. Each has been

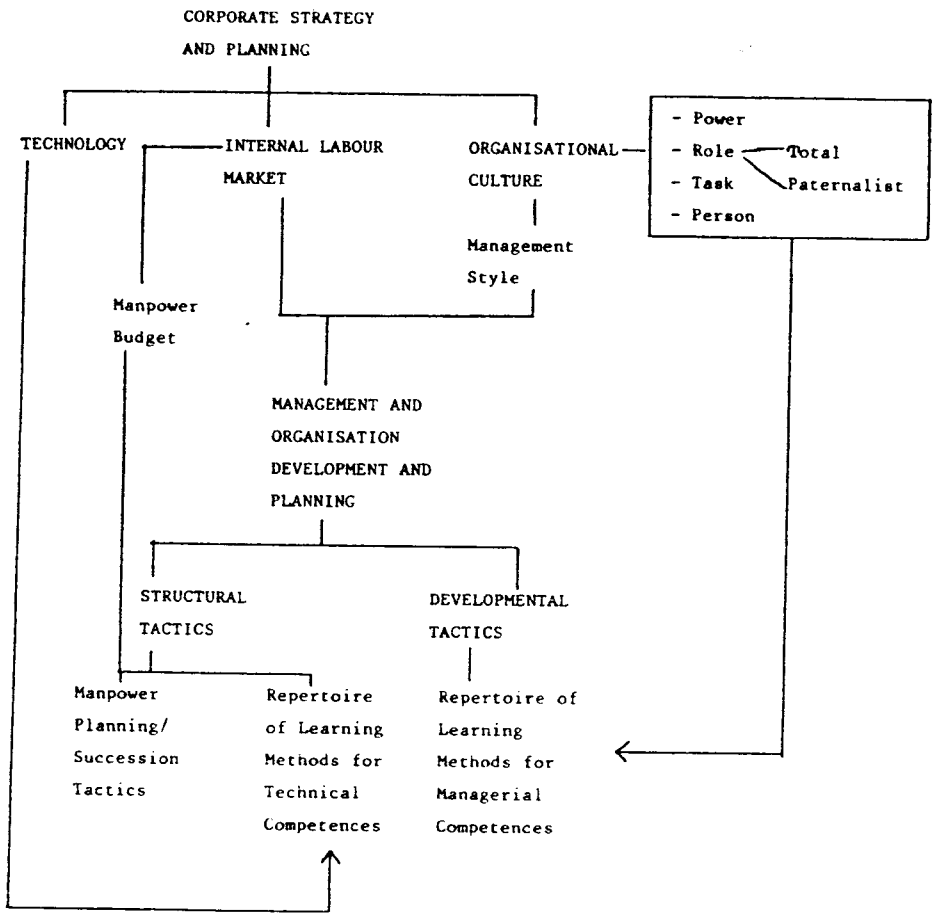
- Adequately resourced to develop materials.
- Unburdened by an ongoing programme of work.
- Has involved building an organisation committed to the values of student-centred learning in a greenfield setting.

Any attempt, in this Polytechnic, to shift methods will face all of these problems. Additionally, there is the question of changing staff values and perceptions of their relationship to students. Staff have to move from being 'experts' and 'transmitters' to being 'coaches', 'facilitators' and other roles involving different types of interaction with students, and different wider skills and competences.

1.2 The external methodological environment.

Huczinski's book "Encyclopaedia of Management Development Methods" refers to 330 methods of learning and teaching which have been used or are in use in Management Education. To be sure, not all methods are in use in one corporate setting, but quite complex methodological repertoires are now appearing within companies through the interaction of technology, internal labour markets and corporate value systems.

My model of the situation is as follows:-



Such methodological repertoires more often than not side-step the conventional educational system. G.K.N.'s training and development programme is shaping up as follows:-

(i) Fast stream Graduate Trainee programme with Warwick University.

(ii) Management training and development using Henley materials.

(iii) Technology-based training using Open University materials.

(iv) Internally developed 'Approach to Management' programme.

Running through this all is the emphasis on learning from the day-to-day content of the manager's job. This is underpinned by the theoretical work on experiential learning of David Kolb, Alan Mumford and Peter Honey and Laurie Thomas. (References available).

Indicative of the capacity of newer learning methods to penetrate to the heart of corporate strategy, is the use of Henley's 'Marketing for Managers' and 'Accounting for Managers' courses. One group of managers studying these will next year confront their main board of directors for a discussion/critique/analysis of corporate strategy.

It seems difficult to envisage anything the Faculty offers having such far-reaching consequences.

1.3 The GCSE (General Certificate of Secondary Education).

While newer methods in industry, commerce, etc. will affect the expectations of our potential part-time students, our full-time punters of two or three years ahead will have been through the learner-centred and experiential components of the new 'A' level examination. It seems reasonable to assume that such a constituency of students will be less amenable to chalk-and-talk (or OHP and talk).

1.4 Modular Faculty Degree Programme.

The modular degree programme at Oxford Polytechnic presented an opportunity for staff to develop learning resources on a very wide scale. I have seen some of these resources and the thinking that underpins them. Faculty would be well advised to consider the inception of the Faculty Degree as a major opportunity to shift methods. I recommend that Oxford Polytechnic be visited.

1.5 Concluding Remarks.

Finally in concluding this section I would emphasise that these are not future scenarios. They are very much with us. Those who heard John Stoddard at the end of last term will be aware of the build up of pressure on management and business education. This will come to a head with the publication of a series of reports on this area of education from January to June 1987. I have established contact with the B.P. executive responsible for co-ordinating the BIM/CBI joint study. He has said that he will let me have evidence as it comes out and that the report will be written by some of the most senior strategic managers in Britain. I am pursuing the other reports mentioned by him.

2. The Nature of the Faculty Learning Project Tutor's Post

I have emphasised already that changing instructional methods is essentially a staff development process. The F.L.P.T. is there to help staff to change. There is a managerial element in the post in that the F.L.P.T. has to work with and through other people but this can only be achieved through influence and example, and knowledge and understanding.

Staff simply cannot be coerced into changing methods. They will change when they come to believe that learner-centred approaches offer solutions to problems. Such a moment of change, however, shifts the problems that staff have. Staff will have to learn to operate effectively new methods of instruction, new systems of learning.

It seems to me that experiential learning models will be very important in such situations, and that a premium will be placed on the interactive and facilitative skills of the F.L.P.T.

Finally it is essential in my view that such developmental experiences whether by individuals or groups of staff are shared within the public sphere of the Faculty. Successful change is encouraging and stimulating to others. We have to create 'a learning environment' within the Faculty.

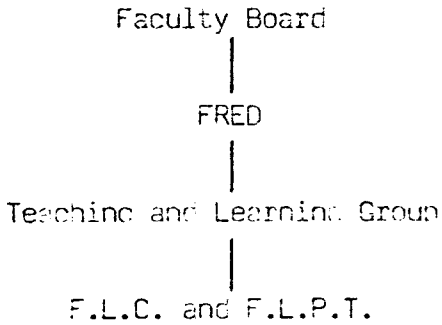
3. The Management Framework of the Faculty Learning Centre and F.L.P.T.

The relationship of the Learning Centre and F.L.P.T. to the Faculty poses a problem of management. This problem divides conveniently into three parts

- Management Framework.
- Management Process.
- Tenure of the Faculty Learning Projects Tutor.

3.1 The Management Framework.

I have to report to Faculty Board that the management framework of the F.L.C. and F.L.P.T. has not functioned this last academic year. This framework is as follows.



Therefore I propose to Faculty Board the following changes.

(i) That the Faculty Learning Projects Tutor shall be the chairman of the Teaching and Learning Group and will be responsible for convening meetings of this group.

(ii) Teaching and Learning Group shall consist of

- one member of each Department nominated from amongst Faculty Board members.
- up to two further members from each Department.

(iii) That the Teaching and Learning Group be serviced by the Faculty Administrator.

(iv) That the Teaching and Learning Group meet twice a term reporting its proceedings via FRED to the Faculty Board.

(v) The terms of reference of Teaching and Learning Group shall be

- to assist the process of changing methods of instruction within the Faculty in accordance with the Strategy.
- to make recommendations to FRED and Faculty Board concerning resources for the Faculty Learning Centre and their use.

- to report to FRED and Faculty Board the expenditures incurred within the Learning Centre Budget.

(vi) The Faculty Learning Projects Tutor shall report in writing the activities of the Learning Centre to the first Faculty Board meeting of each academic year.

This clause to be entered into the job description of the Faculty Learning Projects Tutor.

3.2 **The Management Process.**

This is concerned with

- Establishing Aims and Objectives for the Faculty Learning Centre, and expectations about the conduct and performance of the Faculty Learning Projects Tutor and the Learning Centre staff.

- Monitoring and Evaluating.

- Managing the discrepancies between Aims, Objectives and Expectations and actual outcomes.

The failure of the management framework to meet has meant that the management process has not been activated.

In my view the first priority for Faculty Board has to be the activation of a management framework for the Faculty Learning Centre and the establishment of an initial agenda of Aims, Objectives and Expectations.

3.3 **Tenure of the Faculty Learning Projects Tutor.**

The management of the Faculty Learning Centre cannot be separated from this question.

My view is that a two year appointment is appropriate. This will allow a planning horizon of sufficient depth to take on board the pressures from the gap between Faculty teaching methods and the methods of outside organisations, the impact of the reports on management and business education and the consequences of the delay in establishing a functioning management framework for the Learning Centre.

It is my recommendation that the next Faculty Learning Projects Tutor hold office for two years from the 1st of September 1986.

4. Resources and Staffing

4.1 **Staff:**

Faculty Learning Projects Tutor - half-time Lecturer.

A.V. Technician and Learning Resources Assistant full-time.

Library support for thirty-three hours per week.

4.2 **Financial Resources:**

ETM - £2,600.

Staff Development - £250.

Visiting Lecturer - £1,000.

4.3 **Text and other resources.**

Text resources inherited from the previous Faculty Resource Centre.

Computing equipment, including the capacity to word process in five languages and produce computer graphics. Access to the PRIME is being provided.

I am building up a resource containing materials about learning and examples of learning materials.

4.4 **Future Resource Requirements.**

I remarked earlier that I see the Learning Projects Tutor post and the Polytechnic strategy as closely tied into staff development. I would like to recommend therefore that Faculty considers establishing the budget of the Learning Centre as a total sum which is not divided in advance into the conventional categories. This would allow the F.L.P.T. to make recommendations about expenditure according to need. It may be for example that Educational Development work in the Faculty requires Faculty-wide staff development monies on one occasion, ETM on another. This is related to the importance of getting on functioning management framework.

I do realise that the notion of staff development as a Faculty funded area of responsibility may cause opposition from Departments but my view is that Faculty should take on the responsibility for staff development in the area of learning methods. It would be especially useful to dedicate funds to putting staff through experiential learning situations as learners. Opportunities do exist for this. The next section of the report details the sort of activities I would like to see funded from F.L.C. monies.

At present technician resources are adequate. A shift to a Faculty Degree and wider use of learning resource approaches will require a reassessment of the position.

5. Agendas and Activities for the Learning Centre

5.1 The F.L.P.T. has, amongst others, the task of searching out examples of innovative programmes and bringing them to the notice of the Faculty, for attention by Departments and groups of staff or individuals. In the last year I attended the following conferences and events concerned with learning methods.

- A workshop and conference on Open Learning at the Centre for the Study of Management Learning at the University of Lancaster in April and September 1986.

- The SCEDSIP conferences 'Changing the Learning Climate' here in December 1985, and 'Personal Perspectives on Educational Development Consultancy' in Brighton, April 1986.

- The Conference 'Applying Self-Development in Organisations' organised by the M.S.C. at Sundridge Park, in May.

- Additionally the EDU funded visits by me to Oxford Polytechnic and the Computers in Education exhibition in London. I also visited the 'Education, Training and Personnel Development' exhibition at the N.E.C. in July.

The consequence have been to make me aware of the quite astonishing range of innovations going on outside the mainstream educational system. There is a great deal of garbage being produced. There are also some initiatives of very high quality which Faculty will have to address.

Indicative of the consequences is the way in which the short agenda of activities which I addressed to Heads of Department last September has expanded and now includes activities that can be viewed as Faculty rather than Department based.

These activities are as follows:

Department of Accounting and Finance

- Possible visit to Shell to examine the use of HDLL materials for core finance and accountancy training.

- Use of HDLL Stock Exchange course in the context of the liberalisation of trading.

- National Westminster Bank Management Development programme (seminar here on the 15th of October).

- Henley/Control Data Corporation CBL Accountancy Package based on Plato authoring language and run on IBM pc or compatible equipment.

Department of Business and Management Studies

- Henley/Control Data Corporation Marketing Package.

- Ferranti Production line simulation for use on Ferranti pc or IBM compatible equipment.

- BTEC programme at Canterbury College of Technology using the PAN Books Breakthrough series as core materials.

- Packaging up the Business Studies component of the Diploma in Foreign Languages for Business.

- Providing a resource base in the FLC for the European Business Workshop materials.

- 'Linguistic Competence' as a learning model.

Department of Law

- Developing the achievements of Clinical Legal Education.

Faculty Based Agenda:

- The effects of Computer-Based Learning and Interactive Video Disc technology.

- Developing contacts with organisations such as the Centre for the Study of Management Learning.

- Contact with Lex Group Services. Steve Hook the Management Development Executive is willing to accept one outsider on the week-long experientially based core self-development programme run in Banbury. This offers an opportunity for limited numbers of staff to undergo experiential learning processes as learners.

- An alternative way of staff putting themselves through experiential learning would be to find a week long T. Group.

- Womens Management and Self Development Materials from the M.S.C. These materials show how the needs of a previously neglected group have been catered for very largely through learner-centred resources and experiential methods. I obtained the details of this collection of free materials at the Sundridge Park Conference and have distributed them to women staff and students. I shall also obtain a full library set for the Learning Centre.

5.2 **External Contacts.**

I have contacts with training officers in the N.H.S., T.I. Group, Lucas, Tesco, National Westminster Bank, Premier Brands, G.K.N., Lex Group, Courtaulds.

My role as Henley's Counsellor is very useful for information contacts etc.

5.3 **Conclusions to this Section.**

I have a very clear view of the fact that the most diverse changes are now going on in the world on instructional methods.

Accompanying these changes there is a new vocabulary:-

'Learning Systems'
'Managing the Learning Process'
'Learning Styles Inventory'
'Learning Packages'
'Supported Self-Study'
'Computer-Based Learning'
'Authoring Language'

I sense also a gap between what is happening within the Faculty and in industry, commerce, etc. This gap is growing quickly - too quickly in my view. I feel that organisations outside the mainstream of education are much more flexible and responsive than

the Faculty.

Across Education there are marked differences between institutions and within them.

6. Relationships with the EDU and Library

6.1 The Educational Development Unit.

There are two methods of contact.

- Formal meetings of the Teaching and Learning Group of EDU.

- Informal contacts.

There are far more of the latter, although both have proved fruitful. I feel that I have an effective relationship with the EDU academic staff. I wish to place on record my thanks to Bob Farmer, Diana Eastcott and Andrew Meggy for the support and encouragement they have given me.

6.2 The Library provided the services of Judith Blair, Beverley Kale, John Froggatt and John McMullen. Again, my thanks to them.

Can I remind Faculty Management of the arrangement to pay V.L. monies for Judith to keep the Learning Centre open on Wednesday evenings. Judith will be off on maternity leave until January 1987, so arrangements will have to be reviewed.

7. Finally not forgetting the Faculty Learning Resource Assistant, Steven Riley.

Since Steven's appointment there has been an improvement in the availability of repaired OHPs, and much more intensive use of video playback activities. Steve has run the video trolleys, occasionally assisted by Sarjin Biswas.

My thanks to both.

Alan Wild,
F.L.P.T: 1985/86.

APPENDIX 42

Educational Development Unit

STAFF DEVELOPMENT SERVICES

Birmingham Polytechnic

THE EDUCATIONAL DEVELOPMENT UNIT

STAFF DEVELOPMENT SERVICES

Teaching Staff Bob Farmer Head of Unit
Diana Eastcott Senior Lecturer (Staff Development)

Assistant Tutor Librarian Alison Keyworth

AIMS

The EDU exists to serve teaching staff both by providing expertise and support in the field of teaching and learning developments and by assisting with equipment and software.

Examples of the type of work undertaken are:

* Short courses and workshops for tutorial staff covering many aspects of teaching and learning.
* Advice on the choice of teaching/learning method to meet a particular need.
* Study skills workshops for students.
* Assistance with the development of learning packages through the EDU Learning Projects Support Scheme.
* Media support through an equipment loan service and an extensive library of videotape recordings.
* The production of learning materials in a number of different formats.

FACULTY LEARNING CENTRES

These have been established in all Faculties. The common purpose is to provide teaching staff with academic and practical support to assist with the introduction of 'new' teaching and learning methods and to provide both tutors and students with better access to teaching and learning materials. Each Faculty Centre is staffed by a full-time EDU Resource Assistant and by a Faculty Learning Projects Tutor seconded from the Faculty to the EDU on a half full-time basis. Centres are beginning to develop in a number of different ways depending upon the special needs in the Faculties but the common aim, in line with Polytechnic policy, is to move towards student-centred study programmes.

LEARNING PROJECTS SUPPORT SCHEME

Faculty Learning Projects Tutors also work closely with the full-time staff in the EDU to provide academic support for the EDU's Learning Projects Support Scheme. Funds are made available under the scheme for the purchase of learning materials and for the 'release' of tutors part-time to undertake activities designed to raise learning effectiveness.

OPEN LEARNING DEVELOPMENTS

A Polytechnic Centre for Open Learning has been established as an autonomous Unit within the EDU. The Centre aims to support Open Learning programmes designed to meet requirements of industry, commerce and the public sector and to provide opportunities to groups who, for a variety of reasons are denied access to existing Polytechnic courses. Contact Derek Cherrington for details of services provided 356 3807 or 455 0442.

APPENDIX 43

IMPLEMENTATION OF TEACHING AND LEARNING SERVICES STRATEGY

Introduction

Due to the intimate connection between principle and practice in this area, it has been felt impracticable to separate the principal and enabling strategies. The response therefore deals with both elements.

1. The 1983 CNAA Institutional Review

1.1 At the time of the CNAA Institutional Review in 1983, provision for Educational Development in the Polytechnic consisted of a very small central Unit comprising 1.3 academic staff and a limited media service. The Institutional Review identified the need to enhance the Educational Development Service and the Academic Board were asked to:

> "....pay particular attention to the development and use of resources for teaching and learning which is consonant with the indicative plan and technological and educational developments."

1.2 The indicative plan for teaching and learning referred to above had been conceived some six months before the Institutional Review visit as one of the five principal strategies for the Polytechnic. The overall aim was to enhance needs in education and in society. Two major objectives were identified;

(i) The need to move towards more student-centred learning programmes.

(ii) The need to promote alternative ways of delivering learning to students in order to provide greater access to courses.

2. The Polytechnic's Interim Response to the 1983 Review

2.1 The interim response to CNAA in 1985 confirmed that expansion of the Polytechnic's Educational Development Service was considered essential. It envisaged that this Service would operate primarily through Learning Centres located in the Faculties, but that some enhancement of the central Educational Development Unit was also required.

2.2 The interim response indicated that the Polytechnic Development Committee's sub-committee on Resources and Finance managed resource allocations for learning services. A Working Group on Teaching and Learning Methods was also established to act as a user group for the services of the Educational Development Unit.

2.3 The 1985 interim response recognised the need for early implementation of the Administrative/Clerical and Technical Support Services Strategy if the objectives identified in 1.2 above were to be achieved.

3. Development since the Institutional Review - The Implementation of the Strategy for Teaching

3.1 Five initiatives have been taken to implement the Polytechnic Teaching and Learning Strategy:-

(i) Establishing Faculty Learning Centres in each of the six faculties which existed up to March 1986.

(ii) The development of a more efficient centralised unit.

(iii) The creation of a Polytechnic Centre for Open Learning which operates within the EDU.

(iv) The opening of access to the staff development courses run by the EDU.

(v) A programme of research and development into ways of implementing student centred learning methods.

3.1.1 Learning Centres

Learning Centres have been established in all Faculties. The common purpose is to provide teaching staff with academic and practical support to assist with the introduction of 'new' teaching and learning methods and to provide both tutors and students with better access to teaching and learning materials. Centres are beginning to develop in a number of different ways depending upon the special needs of the Faculties.

In September 1985, six Faculty Learning Tutors were appointed to manage the Centres. Faculty Learning Tutors are half full-time posts which have been appointed from and by the Faculties themselves. Regular meetings are held with the full-time EDU staff at which progress is monitored and common problems are shared. The Polytechnic Resource strategy also funded the appointment of four additional EDU support staff to service the Centres.

Due to the geographical proximity of the EDU to the Faculty of Computing and Information Studies, the Fculty Learning Centre is to be shared. This has the additional advantage of facilitating the exchange of information on new developments in the rapidly advancing area of information technology.

3.1.2 Enhancement of the Central Educational Development Unit

In 1983 the academic establishment of the Central EDU was increased by the appointment of a full-time senior lecturer with responsibility for staff development.

In 1985 a senior lecturer was appointed to be in charge of Open Learning developments. Implementation of the Polytechnic resource Strategy also made it possible to establish a full-time clerk/typist for the first time in

1984.

The Central EDU has remained small with no additional central technician support, although the efficiency of the Unit has been enhanced by bringing together a range of media support services which previously operated in three separate locations. A new Centre which opened in 1985, includes facilities for graphics, photographic and word processing support and a video editing suite.

A major initiative for promoting student centred learning is through the EDU's Learning Projects Support Scheme. Funds made available for the Resource Strategy are used to support learning projects through the purchase of materials and for the 'release' of tutors part-time to undertake activities designed to raise learning effectiveness. Over sixty projects have been initiated since the Scheme began in 1984. The preparation, adaptation and implementation of student-centred learning materials through the Learning Projects Support Scheme is an important focus for much of the 'consultancy' that takes place between EDU academic staff and tutors. This work has been supported in the past three years by a series of workshops and seminars and by three in-service courses for Polytechnic and FE tutors on Developing and Managing Self Study Materials. These and other staff development courses have been very well attended and have provided a forum for tutors to share the problems of implementing student centred programmes

3.1.3 Creation of a Centre for Open Learning

In September 1985 an Open Learning Centre was established as an autonomous Unit within the Educational Development Unit to co-ordinate and promote developments in Open Learning throughout the Polytechnic. A Head of Centre was appointed on a one year full-time secondment from his department.

During the past academic year the Centre has made full use of the services offered by the Birmingham Open Learning Development Unit particularly in the areas of staff training and the acquisition of published materials. Links have also been forged with Open Tech, MSC and City's Economic Development Unit. Support has also been received from the CNAA Development Services Unit for funding the Open Learning Degree in the Business Studies Development Project.

The Centre has played a role within the EDU assisting in providing advice and guidance to staff involved in developing student-centred and resource based learning packages and although income generation has not been given top priority, wherever possible the Centre has sought opportunities for external funding and full-cost course provision.

3.1.4 Opening access to the staff development courses run by

the E.D.U

Central EDU staff are now involved with running full cost courses for staff from the West Midlands Regional Health Authority, and the production of learning packages as joint projects with a number of outside agencies e.g. North Staffordshire Social Services.

3.1.5 Research and Development

The Educational Development Unit is keen to establish a strong local and national profile for the Polytechnic as an institution with expertise and commitment to student-centred learning methods.

External links in support of the teaching and learning strategy come mainly through the Central EDU's active involvement with the Main Committee, Conferences Committee and Publications Committee of SCED (Standing Conference on Educational Development Services). As a result of this involvement the EDU is in tune with developments and good practice across the UK. In December 1985 Birmingham Polytechnic EDU organised a national SCED Conference, the theme of which, "Changing the Learning Climate", was chosen to fit in with the Polytechnic teaching and learning strategy.

Central EDU staff are also currently involved in an action research project which is concerned with the development and preparation of learning materials for staff in FE/HE who require help in running experiential learning courses. It is envisaged that the outcome will be an Experiential Learning Manual providing management models and materials which are capable of being further developed and adapted for use with students in a wide range of subject specialisms. This work is funded by a £10,000 grant from the Further Education Unit. (FEU)

Activities with other outside bodies which have provided valuable information and liaison have included: Midlands Universities and Polytechnics Committee for Educational Technology, Birmingham Open Learning Development Unit, the Educational Advisory Sub-Committee and the Open University, West Midlands Division.

4. Benefits and Problems.

4.1 The purpose of implementing a devolved model educational development since 1983 has been to encourage Faculties to think about possible changes in teaching and learning methods and to provide some support whereby such thinking can be put into practice. At the same time the small centrally run EDU is organised so that the Polytechnic as a whole can have access to information and research involvement in teaching and learning methods. Developments in these areas since 1983 have been both wide ranging and extensive.

Problems are encountered when attempts are made to define and measure the quality of the services provided, since there are no

operational standards stemming from a definition of 'quality' against which performances can be measured both absolutely or relatively. Evaluation of Faculty Learning Centres or the Central EDU provision must remain somewhat subjective, with most assessments consisting of personal perceptions of the general 'worth' of improvement programmes. While it is relatively easy to quantify the **extensiveness** of the Educational Development services, the **effectiveness** of the labour-intensive activity of working with and through individual teachers cannot be measured with any simple formula.

5. Future Plans for promoting the Polytechnic Strategy for Teaching and Learning

5.1 Many of the developments described above have been initiated in the past twelve to eighteen months.

Plans for the next three years will include the following main features.

5.2 1986/87

a) Develop the work of the Faculty Learning Centres through greater co-operation with the Computer Centre and the Library. (paragraph 3.1.1)

b) Test an experiential learning 'model' on major courses in three Faculties. This to be followed by the publication of a Manual on Experiential Learning and a national conference which will be funded by the EDU. (paragraph 3.1.5)

c) With the assistance of the Polytechnic Enterprise Unit, instigate the publishing of learning materials created under the EDU's Learning Projects support scheme. (paragraph 3.1.2)

5.3 1987 to 1989

a) Further trials with experiential learning methods on EDU full-cost "courses" (Research funding to be sought for this activity) (pararaph 3.1.5)

b) Apply the outcome of the above research in the field of continuing and professional updating. (paragraph 3.1.5)

c) Following the model of the BA Open Learning Business Studies degree, implement open learning methods in at least one other substantive subject area. (paragraph 3.1.3)

RF/BJM
November 1986

APPENDIX 44

To
Deans
Heads of Department
Course Directors
Mr D E Burns (Directorate)
Dr J Clark (Academic Registry)

Our ref RGF/BS

Your ref

From R G FARMER

Centre

Telephone Extension 360

Date 3 April 1987

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

COURSE EVALUATION QUESTIONNAIRES

The EDU holds a wide selection of course evaluation questionnaires obtained from many sources which may be of use to course directors and individual lecturers.

A list of a small selection of what is available is attached and the following service is provided.

1. Tick the appropriate boxes for sample copies of individual items.

2. If any item is not appropriate for your needs, hand write additions and modifications and return the questionnaire to the EDU. The required changes will then be made on a word processor and a copy of the modified document will be returned to you. (We will retain a copy on disc which other tutors may wish to share).

3. If you are using a questionnaire of your own design which you would like to share with colleagues in other departments, send a copy to the EDU and we will add it to our collection.

4. If you would like help from a neutral outsider in running Group Feedback evaluations (see item 11) please do not hesitate in contacting Diana Eastcott or myself.

R.G. FARMER
EDU.

Enc.

A SMALL SELECTION OF COURSE EVALUATION QUESTIONNAIRES AVAILABLE FROM THE EDU

TICK

1. **Lecture Questionnaire** ☐

   18 closed questions developed at the University of Surrey based on aspects of lectures students thought were important.

2. **Impact of Unit/Course Material** ☐

   8 closed and 2 open questions are offered. The questionnaire separates out issues to do with the design, content and resources for a course element.

3. **Specific Issues, Open ended questions** ☐

   10 open questions designed to gauge student opinion about a whole course or a course element.

4. **Specific Issues, Closed questions** ☐

   15 closed and 5 open questions. Some questions try to find out why some students failed to give the course/module serious attention.

5. **Module Evaluation** ☐

   16 closed questions. This is an example of questionnaire which has been designed to discover why a course element had a higher failure rate than normal. It is based upon the lecturer's hypothesis about what is going wrong.

TICK

6. Seminars/Essay Writing/Practical Classes/Examinations ☐

5 question questionnaires designed as diagnostic instruments for use by individual lecturers to discover 'how things are going'.

7. **Subject Evaluation** ☐

17 closed questions. An example of a questionnaire which is focussed on the major issues identified by students when studying a specific subject.

8. **Self Evaluation of Tutorial Groups** ☐

14 closed questions designed to enable staff and students to evaluate the operation and productiveness of a tutorial group.

9. **Analysing Extended Group Activity** ☐

7 closed and one open question which might be particularly useful when teams of students work co-operatively on an extended project.

10. **Pragmatic Course Evaluation Questionnaire** ☐

An example of a 'straw poll' questionnaire designed to spotlight popular and unappreciated course elements.

A L S O

11. **Details of a Group Feedback Evaluation Strategy** ☐

This document describes a tried and tested group feedback method which has the following advantages:

a. it makes it safer for students to say what they think, and perhaps introduces an element of amonymity to comments;

b. it makes it easier for lecturers to take comments;

c. it reduces the impact of vocal minorities;

d. it encourages reflection and the development of ideas before they are reported;

e. it provides some indication of how widely felt are specific views;

f. it encourages constructive as well as negative comments;

g. it separates out issues emanating primarily from the lecturers themselves, the students themselves, and the 'system'.

It may help you to have an outsider, a third party who is seen to be neutral, to handle Group Feedback Evaluations particularly if joint staff-student feedback sessions are held. EDU staff would be very happy to provide you with assistance if required.

R G FARMER
2 April 1987

TO: EDU

PLEASE SENT ME ONE COPY OF EACH ITEM TICKED.

NAME .....

DEPARTMENT .....

TELEPHONE EXTENSION .....

(Ques.-15-2/4/1987)

APPENDIX 45

To	David Burns Assistant Director 9 Academic Affairs)
Our ref	PW/JAG
Your ref	
From	Paul Waddington
Centre	Dept of Sociology & Applied Social Studies
Telephone	
Extension	
Date	21 January 1987

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

c.c. Ian McArdle - Dean Faculty of Health and Social Sciences
✓ George Smith
Bob Farmer

TEACHING AND LEARNING METHODS IN THE DEPARTMENT OF SOCIOLOGY AND APPLIED SOCIAL STUDIES

I thought that you might be interested to see copy of the attached booklet. This is a compilation of papers based on presentations made at the Department's (annual) workshop on Teaching and Learning Methods which was held last September.

Much credit is due to George Smith for the effectiveness of his encouragement, organisation and editing of material. George himself would want recognition given to the fact that it would not be possible to maintain a continuing level of commitment to review and innovation in relation to teaching and learning methods in a busy Department without the continued support and interest of colleagues.

I am not sure whether any member of the Directorate, apart from yourself, has any interest in teaching and learning methods, and their impact on the quality of the institution's services.

I would be grateful if you could pass on your copy to any such colleagues; alternatively I am sure that George would be glad to provide extra copies.

Thank you for your continued interest and support.

Paul Waddington

APPENDIX 46

To Mr P Waddington

Our ref DB/BS

Your ref

From DAVID BURNS

Centre Directorate

Telephone

Extension 206(M)

Date 22 January 1987

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

Teaching and Learning in Department of Sociology and Applied Social Studies

Thank you for your memo of 21 January and copy of the document prepared by the Department on Teaching and Learning. I am sure this document will be useful both to staff and students in the Department and would like to congratulate you and in particular George Smith, upon its contents and presentation.

I would like to suggest you send copies to the Director, David Warner and Derek Winslow, who I am sure would be interested .

David Burns
Assistant Director (Courses)

cc G. Smith.

APPENDIX 47

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

To Director
D Winslow. Assistant Director (Resources
Our ref D Warner, Assistant Director, (External Affairs)
Your ref
From Paul Waddington, Head of Department
Centre Dept of Sociology & Applied Social Studies
Telephone
Extension 301
Date 27 January 1987

c.c. I McArdle - Dean Faculty Health & Social Sciences
G Smith
B Farmer

TEACHING AND LEARNING METHODS IN THE DEPARTMENT OF SOCIOLOGY AND APPLIED SOCIAL STUDIES

David Burns and I thought that you might be interested to see copy of the attached booklet. This is a compilation of papers based on presentations made at the Department's (annual) workshop on Teaching and Learning Methods which was held last September.

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Paul Waddington

APPENDIX 48

THE CHARACTER OF THE CITY OF BIRMINGHAM POLYTECHNIC

1. Summary

This paper seeks to explore the character of the City of Birmingham Polytechnic. It examines the combination of traits and qualities that distinguish its individual nature from that of other Polytechnics. It then draws conclusions as to how the character of the Polytechnic affects the making of policy and our future direction.

2. Polytechnic Character

2.1 Certain features of the character of the Polytechnic are well known. In comparison with the average polytechnic we have a high proportion of students studying part time and a good mix of degree and diploma courses. While it is difficult to make comparisons nationally it is likely that we have a higher proportion of mature students than other polytechnics. Our course profile is vocationally orientated as a substantial proportion of courses are career specific. They are designed to train individuals with particular talents to seek employment in a well defined range of occupations. We provide comparatively little generalist training.

2.2 The numbers of students are as follows:

	Full Time/Sandwich	Part time	Totals
Degree	3725	2165	5890
HND/C	1352	3136	4488
Totals	5077	5301	10378

This table gives the number of students studying full time and sandwich or part time on the degree and diploma courses in the Polytechnic in the 1985/86 Academic Year.

2.3 The mix of work between mode and level of study is easy to enumerate. However it is only one aspect of the character of the Polytechnic. The multi-site operation of the Polytechnic has an impact on character as does the generally good (with some notable exceptions) physical state of the buildings. Increasingly the Polytechnic has a high public profile and, as far as can be ascertained, the world of higher education knows that "things are happening" at Birmingham Polytechnic.

2.4 It is not the purpose of this paper to say that this mix of activities is "good" or "bad". Judgements about what we should be doing are issues of direction and emphasis rather than character. The concept of character includes all the traits and qualities that make up the Polytechnic. Some will be more significant than others and this list has certainly omitted some of the features that impact distinctively on the nature of Birmingham Polytechnic.

3. The Role of the Faculties

3.1 The Polytechnic has a policy of establishing and developing Faculties so that they will play an increasingly significant role. The Faculties provide the necessary cohesion for a group of related academic disciplines while at the same time giving a management and administrative structure that is cost effective and appropriate for a polytechnic of this size.

3.2 If the principal characteristics of the Polytechnic are those described in paragraph 2, then it is interesting to observe the extent to which those characteristics are exemplified at Faculty level. It is clear that the Faculties are not a homogeneous group. Indeed they are distinctly heterogeneous in relation to the principal characteristics of the Polytechnic. Some Faculties undertake a significant amount of part time work, others do comparatively little. Some Faculties have a substantial proportion of study at degree and post graduate level, others have significant amounts of Higher National Diploma and Certificate courses. Some Faculties have a wide range of age of entry to their courses yet others recruit from the traditional catchment of 18 year old 'A' level school leavers.

3.3 Other examples of distinctiveness include the effect of a multi-site operation which impacts significantly on the Faculty of Art and Design. In comparison it is quite likely that the Faculties located at Perry Barr are oblivious to the difficulties of multiple sites. In terms of a distinctive ethos the School of Music has traditionally been successful in maintaining a distinctiveness for itself which from time to time has been almost independent of the Polytechnic. Its comparators are quite properly the other English Conservatoires and the policy priorities within the School of Music are traditionally tested against the general views of the Conservatoires rather than any individual commitment that the Polytechnic may have embraced.

3.4 Thus the principal characteristics of the Polytechnic are not uniformly reflected at Faculty level. There are legitimate and defensible reasons why this should be so. These can be found in the nature of the course profile and the history of the discipline as much as the individual initiatives that have been pursued. The policy question is how the Polytechnic should recognise the distinctive features that the Faculties have established for themselves. Such recognition will enhance the ability of the Faculties to prosper and develop in an increasingly competitive academic environment. However, any recognition of Faculty character will need to avoid the problem of individual Faculties becoming culturally isolated from the Polytechnic, while at the same time seeking to delegate to Faculties a substantial role in the implementation of policy.

4. Implications for the Development of Policy

4.1 In an organisation like a Polytechnic decision making is easily centralised. There is a committee structure which is able to refer matters upwards so that policy decisions concentrate on either the Academic Board or the Governing Body. An unfortunate consequence

of this is that the Academic Board can establish a policy without giving due regard to the distinctiveness of the Faculties; a policy may be appropriate to the aims of one Faculty yet irrelevant and possibly damaging to another. If the Academic Board tries to avoid this problem by seeking to ensure that the views of all Faculties are taken into account then the subsequent policy is bland and ineffective.

4.2 The Polytechnic must recognise the diversity of the Faculties as a source of strength and a positive contribution to its character.

5. Implications for the Future Development of the Polytechnic

5.1 In the interests of efficient and effective policy formation the Academic Board will need to delegate some of its responsibility for the determination of policy to Faculty Boards. The role of the Academic Board may develop so that it ensures that the Faculties have a policy on a particular issue rather than determining what that policy should be. A balance will need to be achieved between the central objectives of the Polytechnic and the aspirations and desires of the Faculties. This is an existing area in relation to policy formation, as it may have to be accepted that the Polytechnic's present approach of identifying certain initiatives which are pursued at institutional level is not the correct way to proceed. It may be more appropriate to identify aspirations and to provide the Faculty with the resources to determine its priorities between, say, research and other activities.

5.2 The language that is used in this debate is difficult and can be misleading. At one stage the concept of a "collegiate" system was advocated. It is clear that the word collegiate carries with it connotations which are not helpful in considering these issues. It is not intended that Faculties should become hermetically sealed units operating in isolation. It is intended that the Academic Board should recognise the strengths and characteristics of individual Faculties which, in the interests of the students and the staff, we wish to encourage.

5.3 It would not be possible, or even desirable at this stage of the debate, to formulate a list of decisions and policies which had previously been determined at Polytechnic level and which were now going to be delegated to Faculties. It may be appropriate to adopt an iterative process where over a period of time the Polytechnic decentralises work as and when the Faculties become capable of discharging the responsibility that that decentralisation implies.

5.4 If this process of recognising and strengthening the principal characteristics of the Faculties is to succeed an early requirement will be for each Faculty to develop a clear sense of mission and to determine the priorities that it wishes to accord to particular developments over the next few years. The Academic Board can then consider those declarations of intent in order to ensure that they are compatible with the strategic development of the Polytechnic. That process, which implies that the Faculties

determine their direction and the Polytechnic provides them with the mechanisms to achieve those objectives, is the best way forward. Once the mission and character of individual Faculties is clear the Academic Board will discharge its responsibility in terms of monitoring the achievements of individual Faculties and, as necessary, intervening when national and corporate priorities and policies require change in the future.

6. This development will stimulate change and encourage responsiveness and responsibility. The Polytechnic will have a clear role of determining corporate strategy, delegating authority and responsibility, and monitoring performance; particularly in relation to academic quality. The principal risk in this approach is insufficient energy, enthusiasm, commitment and control; we may get trapped by our traditional practices and procedures as the inherent conservatism of academic life causes us to cling, through lack of confidence, to life as it is, rather than as it should be. Change is not a natural phenomenon: change is a result of strategy and must be made to happen and the process must be managed. As Faculties are given power and responsibility the culture of the polytechnic must change so that staff develop a positive attitude to the monitoring processes which are a consequence of self regulation together with an enthusiasm and commitment to the individual missions that strengthen and enhance their Faculty. This should be the principal strategic objective of the Polytechnic in the future.

Dr. Peter C. Knight,
Director

May 1987

APPENDIX 49

To Judith Hitchen, Fen Arthur, Roger Ball, Tony Collier
Bob Farmer, Diana Eastcott

Our ref DMG/BS
Your ref
From DIANA GREEN
Centre Directorate
Telephone 5570
Date 15 January 1988

City of Birmingham Polytechnic
Memorandum

Birmingham Polytechnic

FACULTY LEARNING CENTRES

As part of my review of the EDU (which is still being considered by the Director), I asked Nadine Dereza to find out the students' perception of the role and usefulness of the Faculty Learning Centres.

I am enclosing a copy of her reply for your information.

Diana

Diana M Green
Assistant Director (Academic Planning)

Encl

Circulate to HOD's

BPSU BIRMINGHAM POLYTECHNIC STUDENTS UNION
Franchise St, Perry Barr, Birmingham B42 2SU
Telephone: 021-356 8164

ND/COR

11th January, 1988

Dr. D. Green,
Assistant Director (Academic Planning),
4th Floor,
Feeney Building,
Birmingham Polytechnic. INTERNAL

Dear Diana,

I apologise for not writing to you sooner concerning students perceptions of Faculty Learning Centres. Although my research was fairly limited, I hope that it will be useful to you.

1. **Faculty of Health & Social Sciences**

Students identified that the photocopier was the main reason for using their resource centre, and they also expressed that the centre was useful in enhancing their presentations or projects, because of the binders, paper cutters and staples on hand.

It was felt that although some journals were available, there was a shortage of back copier which impeded some of the students research. Some of the students in this faculty, identified the use of their Faculty Learning Centre as a complement to the library. The Centre could be utilised more if lecturers were encouraged to put more articles from journals into the boxfile for each year of each course.

The TV and video which is meant to be available for use by students, was not reality because both are usually booked out by lecturers for seminar sessions.

2. **Faculty of Business Studies & Law**

This Faculty Learning Centre is predominantly used to enhance presentations or projects by the use of binders, acetates etc. The Faculty Learning Centre is perceived in a variety of ways, many students do not even know of its existence, and tend to use the library as the ultimate source of knowledge.

3. **Faculty of Engineering**

Students felt that their Faculty Learning Centre was small in size, and they complained about the number of computer terminals and the fact that the computers were not linked into the mainframe. More students would use it if the facilities were improved.

cont...

11th January, 1988

Dr. D. Green,
Assistant Director (Academic Planning),
Feeney Building.

cont.....

4. **Faculty of Built Environment**

The two major courses based in E Block Architecture and Town Planning obviously used their Faculty Learning Centre more than the Quantity Surveyors who are based in B Block.

The Town Planners tend to use the photocopying facility, because it is easy to copy large plans. Again, many of the students do not know of the centre's whereabouts and the resources it could offer students.

Overall, there are still many students who do not realise that their Faculty Learning Centres exist, and if they do acknowledge its existence, many are sceptical of its use.

Yours sincerely,

Nadine Dereza

Nadine Dereza
Academic & Welfare Officer

APPENDIX 50

Coventry Polytechnic

LEARNING SYSTEMS CENTRE

HALF TIME ACADEMIC SECONDMENT ON EXISTING SALARY

(5 POSTS)

1. THE POLYTECHNIC

.1 The Polytechnic was formed in 1970 by merging three former colleges in Coventry and Rugby, but is now concentrated on a single city centre site in Coventry, adjacent to the Cathedral, Civic Centre and shopping areas. All the buildings are post-war and purpose designed and are still being developed to meet an anticipated target of 6,000+ FTES. Coventry Polytechnic was originally named Coventry Lanchester Polytechnic after Dr. Frederick Lanchester FRS (1868-1946), probably best known for his pioneering work on the motor car, but also a major figure in developing scientific applications in acoustics, music and sound reproduction, flight theory and operational research. It is wholly appropriate that his memory now be perpetuated in the names of the Polytechnic's Library and Art Gallery.

.2 The Polytechnic is organised in 23 academic departments plus the Library, Computing Services, Central Administration and Student Services. The total student enrolment is 7,399 of whom 5,974 are on full time or sandwich courses. The teaching staff is currently 503 and the administrative, clerical, technical and manual staff number approximately 900. For 1987/88, the total revenue expenditure is of the order of £25.7 million (excluding catering and residential services £2 million) and capital expenditure is planned at £1.7 million.

.3 Most courses lead to first degrees of the Council for National Academic Awards but there is a significant volume of post-graduate, professional and BTEC work, now well established, enjoying a national and international reputation, recruiting students from throughout the United Kingdom and some from overseas. Nearly half the students are enrolled on sandwich courses, a concept to which the Polytechnic has a strong commitment and in two areas modular schemes provide for interdisciplinary study. The Polytechnic was one of the first institutions to have concluded a formal agreement with the Council for National Academic Awards (CNAA) whereby it now has responsibility for administering the processes of course review and validation, hitherto carried out directly by CNAA itself. It also has maximum authority delegated from CNAA for MPhil/PhD work. The Polytechnic operates over 40 CNAA first degree and postgraduate courses, and other courses.

.4 The Polytechnic was one of only a few public sector institutions to be selected for special funding under the IT Initiative and the 'Switch' programmes. More recently we have been awarded grants of £450,000 by the Department of Education and Science for a range of important initiatives covering retraining and updating courses for people in industry and commerce, setting up new courses to train local teachers in craft design and technology, setting up a postgraduate course in advanced electronics manufacturing technology and providing an access course into engineering for those with non-traditional qualifications.

.5 A number of general developments affecting courses and reflecting the Polytechnic's perception of its role in the national and local educational setting are under way - academic exchanges, particularly with higher education institutions in EEC countries; part-time routes through full-time and sandwich degree courses; an associate student scheme, increasing involvement with industrial and commercial sponsors and co-operative work with industry, public services and professional bodies. Currently the income from research, sponsored consultancy and courses is about £2.3 million and includes MSC sponsorship of 'high tech' postgraduate courses.

.6 The Polytechnic has acquired in recent years two self-catering residences which provide additional accommodation for some 250 students. A major building programme is due for completion this year and will rehouse a complete department and provide additional general teaching facilities. We also anticipate leasing other accommodation in the near future in order to improve the teaching facilities.

.7 Day to day management and leadership within the Polytechnic is the responsibility of the Director assisted by his Directorate colleagues - the Deputy Director, Assistant Director (Administration) and five Deans of Faculty - who each oversees a major area of the Polytechnic's activities. Departments have their own academic heads.

2. ACADEMIC ORGANISATION

.1 The decision making process on academic policy, curriculum and course planning involves a complex planning process culminating in policy recommendations being made by the Academic Board. The Board of Governors is responsible to the Coventry LEA for general control and direction of the Polytechnic's endeavours.

.2 The Academic Board has responsibility for planning and oversight of the Polytechnic's academic work and there is a fully developed structure of faculty boards, courses and examinations committees which undertake detailed work on development and related academic decision making in their respective spheres.

.3 Academically the Polytechnic is now organised on a five faculty basis. Appendix 1 provides statistics on student numbers.

Faculty of Art and Design

Art
Graphic Design
Industrial Design
Art History & Communication
Media Centre

Faculty of Engineering

Mechanical Engineering
Combined Engineering
Manufacturing Systems
Electrical, Electronic and Systems Engineering
Civil Engineering & Building

Faculty of Social Science & Public Policy

Applied Social Studies
Language Studies
Politics & History
Urban & Regional Planning

Faculty of Applied Science

Applied Physical Sciences
Biological Sciences
Geography
Mathematics
Computer Science
Statistics & Operational Research

Faculty of Business

Business and Management Studies
Economics
Legal Studies

.4 Each faculty is led by a dean who in addition to his faculty responsibililty oversees a Polytechnic wide service; for example, the Computer Service is under the aegis of the Dean of Engineering; Industrial and Schools Liaison, the Dean of Applied Science; the Library and Learning Systems Development, the Dean of Social Science and Public Policy.

3. LEARNING SYSTEMS CENTRE

.1 The Learning Systems Centre has a base in the Lanchester Library and presently comprises the Principal Lecturer Learning Systems reporting to the Chairman of the Library and Learning Systems Services Committee (LLSS). There are close working links with the audio-visual and printing facilities and staff of the Learning Services Unit. The LLSS Committee is a sub-committee of the Academic Board responsible for all policy matters in relation to the Learning Systems Centre, Learning Services Unit and the Lanchester Library.

.2 The Learning Systems Centre was formed in 1986 when its activities comprised:

- the induction course for new academic staff;
- the professional development course and annual workshops programme;
- a consultancy service for individual academic staff and course teams;
- a computerised package for student evaluation of courses.

.3 There have been a number of recent developments in the functions of and resources available to the Centre:

- the introduction of the Learning Systems Development Fund (currently £18 K per annum) in order to promote innovation in curriculum design and delivery. This fund relates specifically to the development of teaching materials for students;
- provision for a half-time post (initially for 3 years) in study skills development for both staff and students;
- provision for five (one per Faculty) half-time academic secondments to undertake educational development work in support of Departments/Faculties;
- a half-time administrative post.

Space has been allocated in the Lanchester Library to provide workstations for the additional staff and to house a specialist collection of books, journals etc.

Thus the Learning Systems Centre is preparing for a much more extensive role in the development of all aspects of teaching and learning in the Polytechnic and the associated staff development and training.

4. THE ROLE AND RESPONSIBILITIES OF THE POSTS

.1 The persons appointed will be directly responsible to the Principal Lecturer Learning Systems and, through him, to the Chairman of the Library and Learning Systems Services Committee. The primary role for the postholders is the development of teaching and learning methods in the Department/Faculties providing the secondment. A contribution is also expected to the other activities of the Learning Systems Centre.

.2 The persons appointed will liaise closely with senior staff in their Department and Faculty and the Principal Lecturer Learning Systems in order to:

(i) identify the learning systems development needs of their Department/ Faculty and assist in the design and implementation of appropriate curriculum and staff development activities through the Learning Systems Centre;

(ii) carry out in the context of (i) a specific project related to the development of curricula, teaching and learning methods, staff training etc. Such projects should make a significant contribution to the effectiveness and efficiency of teaching and learning in the Department(s) and Faculty;

(iii) contribute as appropriate to the overall programme and functions of the Learning Systems Centre (e.g. study skills development, induction course for new staff, professional development course, Learning Systems Development Fund etc.).

5. THE PERSON SOUGHT

.1 It is anticipated that the persons appointed will have a high degree of commitment to the development of teaching and learning methods in their subject and generally within the Polytechnic.

.2 Applicants should be able to demonstrate an effective involvement in the development of courses, curricula and teaching and learning methods.

.3 The successful applicants will need to be able to identify a specific development activity which can be undertaken during the period of the secondment, and which carries the support of the Head of Department and Dean. Candidates should provide a brief description of their proposed project on their application forms.

.4 Anyone wishing to discuss her/his suitability and potential for the posts is invited to contact Stephen Cox on extension 293.

6. PROCEDURE FOR APPLICATION

.1 Letters of application, which must include a description of the proposed project(s) to be carried out on behalf of the department and/or faculty during the secondment, should be submitted to the Polytechnic Personnel Officer, Room F123, by Friday 5th June 1987.

.2 Short-listed applicants will be invited to discuss their proposals further during the week commencing 22nd June 1987.

7. TERMS OF APPOINTMENT AND CONDITIONS OF SERVICE

.1 Conditions of Service of permanent full-time lecturers at the Polytechnic are those agreed between the Local Authority and the Coventry Polytechnic Branch of the National Association of Teachers in Further and Higher Education, subject to agreed amendment from time to time. The post is full-time and is open equally to men and women.

.2 Appointments will be half-time for a period of one year in the first instance. The postholder, however, will revert to her/his substantive post at the end of this temporary appointment.

.3 Salary. Postholders will retain their existing salary. No additional renumeration is provided by these posts.

.4 Working Hours. Members of the academic staff are expected to undertake such teaching and other duties as the Head of Department may allocate to them and to be available for an average of ten sessions per week during the academic year (morning, afternoon or evening counting as one session each). The number of class contact hours required of a teacher in any one year shall not exceed 510 hours. The number of class contact hours required of a teacher in any one week ought not to exceed 18, but a teacher may, in the interests of the Polytechnic, himself/herself or colleagues, be requested to work up to 20 hours (within the 510 yearly maximum) and such agreement should not unreasonably be withheld. Teaching hours include lectures, class tutorials, studio, laboratory classes and educational visits depending on the nature of the courses in various Polytechnic Departments. Allowance is also made for research supervision, individual tutorials, with full-time and sandwich students, visiting such students in industry where practical training is an integral part of courses and for project supervision. The time spent per week in formal teaching may therefore be much less than the figures suggest. Evening duties may form part of the work of all staff - these duties are limited to three evenings per week, but in practice rarely exceed one per week and in many cases do not arise at all.

.5 Notice to Terminate. Employment may be terminated on either side by an appropriate notice in writing, to take effect at the end of any Polytechnic term viz:

31st December	(Autumn Term)
30th April	(Spring Term)
31st August	(Summer Term)

Such notice must not be less than two calendar months before the end of the Autumn and Spring terms respectively, and not less than three calendar months before the end of the Summer term.

.6 Professional Activity. Staff are expected to engage in professional activity appropriate to their discipline and this may take several forms including consultancy, the creation of works of art and research; for all of which the Polytechnic offers good facilities. The appointment is full-time and members of staff must not undertake any other duties which, in the opinion of the Board of Governors, would interfere with the efficient discharge of their duties in the Polytechnic. However, as mentioned above, all staff are encouraged to undertake research, consultancy and similar developmental activities in relation to their particular subject, although they are expected to bring to the prior attention of the Director any extensive commitments on a regular basis in the way of proposed additional teaching, consultancy and/or professional practice outside their full-time service.

.7 Equal Opportunities Policy - it is the City Council's policy to recruit, train and promote its employees on the basis of their suitability for the job and to ensure that its recruitment and selection procedures support the policy.

The City Council's policy is not to discriminate unfairly either directly or indirectly against job applicants or employees on the grounds of race, colour, nationality, ethnic or national origin, sex or marital status.

The Council's policy is to ensure that selection and other employment decisions are operated in a non-discriminatory manner without reference to any factor which is not related to the job concerned.

The City Council's policy is to:

(i) give favourable consideration to applications for employment made by disabled people, having regard to their particular aptitudes and abilities;

(ii) continue as far as possible the employment and, where appropriate, to provide further training for employees who may become disabled while employed by the Council;

(iii) have general regard for the training, career development and promotion of disabled employees.

AD/OP7/RA/YM(D4)
May 1987

Joyce Holman
Personnel Officer

Personnel Office
Coventry Polytechnic
Priory Street
COVENTRY
CV1 5FB

COVENTRY POLYTECHNIC

BOARD OF GOVERNORS

SUMMARY OF FINAL ENROLMENT STATISTICS FOR THE ACADEMIC YEAR 1986/87

BY TYPE OF COURSE	1986/87	1985/86	1984/85
Full-time and Sandwich	5,974	5,697	5,508
Part-time Day	987	812	879
Block Release	61	62	45
Evening only	377	277	279
	7,399	6,848	6,711

BY FACULTIES AND DEPARTMENTS

Faculty of Art and Design	FT/S	PTD	BR	EVE	TOTAL
Art	193			52	245
Graphic Design	122	13			135
Industrial Design	148				148
Art History and Communication	145				145
Faculty Totals	608	13	0	52	673

Faculty of Applied Science					
Applied Physical Sciences	559	42			601
Biological Sciences	250	54	26		330
Computer Science	392	63			455
Geography	208	6			214
Mathematics	151	90			241
Statistics and Operational Research	52				52
Combined Science	296	1			297
Faculty Totals	1,908	256	26	0	2,190

	FT/S	PTD	BR	EVE	TOTAL
Faculty of Engineering					
Civil Engineering and Building	324	82		24	430
Combined Engineering	394	89		14	497
Electrical, Electronic and Systems Engineering	553	131			684
Mechanical Engineering	254	8			262
Manufacturing Systems	190	36			226
Faculty Totals	1,715	346	0	38	2,099
Faculty of Business					
Business and Management Studies	433	313	20	134	90
Economics	217			56	273
Legal Studies	190			23	213
Faculty Totals	840	313	20	213	1,386
Faculty of Social Science and Public Policy					
Applied Social Studies	289	23	15		327
Language Studies	225	3			228
Urban and Regional Planning	158	14			172
Politics and History	231	19		74	324
Faculty Totals	903	59	15	74	105.
Polytechnic Totals	5,974	987	61	377	7,399

P/E/A/CAM
December 1986